DOCUMENT RESUME

ED 191 283 FL 011 504

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TITLE English as a Second Language Handbook.
PUB DATE 79
NOTE 84p.: Written for the Weld County School System, Greeley, CO.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Elementary Secondary Education: *English (Second Language): Form Classes (Languages): Lesson Plans: School Orientation: *Second Language Instruction: *Teaching Methods

ABSTRACT

This orientation resource for new teachers of English to non-native speakers to public school students is divided into five chapters. Chapter 1, "Getting Started," covers orienting students, surveying resources, setting up the classroom, finding "filler" activities, defining expectations, planning an individualized program, keeping records, testing, and grading. Chapter 2 deals with a few basics of second language teaching methodology. Chapter 3 is devoted to the teaching of structural content, with sections devoted to the various form classes. General content, including nonverbal language, sound system, vocabulary, numbers, and the four language skills, is covered in Chapter 4. Sample beginning lessons on orientation, the present tense of "be," and the imperative are set forth in the final chapter. A variety of diagrams and charts are interspersed throughout the text, and additional ones are appended. (JB)

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ENGLISH AS A SECOND LANGUAGE

HANDBOOK

by Susan Anthony, E.S.L. Teacher 1978-79

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FL011504

Summer 1979

INTRODUCTION

What happens when a new student doesn't speak English, and no one available speaks his language? As the English as a Second Language (E.S.L.) teacher during 1978-79, I became very aware of the frustrations faced by both teachers and non-English speaking students enrolled in a regular school program. Since different schools and teachers are affected each year, there has been little opportunity for sharing of ideas and strategies. Most teachers, though very capable of teaching non-English speaking students, simply do not have the time to devote on a one-to-one basis. Tutorial time available from the E.S.L. Program and aides is helpful but limited.

Despite restrictions, there are quite a few options that a teacher and principal may consider in setting up some kind of program in which the non-English speaking student can learn and experience success. Chapter 1 deals with this specifically. Some of the suggestions in this chapter were offered by teachers, others are from research, and still others are as yet untested ideas. They may have varying degrees of practicality in your situation. Specific feedback regarding their usefulness would be much appreciated, especially since this is a first attempt.

The remainder of the handbook deals with the teaching of English as a Second Language--how to elicit the first words, methods, what beginning sequence might be used, and the scope and content that is involved. It is intended primarily for tutors--aides, parent volunteers, UNC students, etc.--who have time to teach but little experience with E.S.L. Also for the classroom teacher planning lessons to be carried out by tutors.

Much more is involved in English and language learning than is included here. The intent of this handbook is not to be comprehensive, but to provide background information and a framework to help teachers and tutors "get started" in successfully working with non-English speaking students. There is no single "correct" way to teach English as a Second Language. *Whatever a teacher or tutor develops which helps the child learn and learn how to learn is of great value!*

Good luck!

Sue Anthony

Special thanks to the following people who freely shared their expertise, materials and/or sources. Their help was invaluable in developing my own teaching skills and in preparing this handbook.

Dr. and Mrs. George Brooks, University of Northern Colorado, Greeley, Colorado

Rosie Casey, Adult Education Resource Center, Denver, Colorado

Dr. Joye Coy, Easy Learner, Greeley, Colorado

Christine Ewy, Weld County School District 6, Greeley, Colorado

Mary Ann Valeska, Colorado State University, Ft. Collins, Colorado

Dana Webster, Right-to-Read, Byers Library, Denver, Colorado

Mary Willoughby, Weld Information and Referral Service, Greeley, Colorado

I am particularly indebted to Christine Ewy for her review and critical comment on portions of this manuscript.

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GETTING STARTED

SURVIVING THE FIRST DAYS

The first step is preparing the class. Some strategies teachers have used include emphasizing how special it is to have a foreign student, mentioning and illustrating the language barrier and what it means, giving background information on the student's country, and asking that everyone cooperate to make this experience a good one. As with any new student, a "buddy" can help teach the routines of the day. The non-English speaking student, like everyone, needs to feel important, safe and supported in his efforts to learn. Classmates should be discouraged from "babying", a common tendency among younger students.

The "Orientation" lessons on page 56 of this handbook outline some techniques for teaching routines and survival English. During the day, any activities which keep the student productively occupied (copying, drawing, looking at picture books, etc.) can be used until time is available to set up an individualized program.

With few exceptions, immersion in a new cultural setting is traumatic. Students accustomed to success in school suddenly find themselves unable to compete because of the language barrier. They may feel insecure or looked down upon by peers, or fear that others are talking about them. Values between home and school sometimes conflict. For example, American schools foster independence while the student's culture may emphasize more dependence and obligation to family. Students are sometimes confused by the relatively informal relationship between students and teachers and have difficulty defining acceptable behavior limits because of being accustomed to a very different system (often much more strict and formal). Consistency in enforcing behavior codes helps the student learn what to expect. Also, as one classroom teacher advised, take nothing for granted. Often what seems most basic to us is new in the child's experience.

Talking to the Student

Although talking to a non-English speaking student before he fully understands is unavoidable, the following suggestions may help peers and teachers provide good models and use this to advantage.

1. Natural speech is best. You may wish to slow down a little (not too slow), enunciate clearly and avoid figures of speech, but separating words or using unnatural stress is confusing and presents a poor model. Also, normal tone--not too loud or soft--is most helpful.

2. Too much "chit-chat" with the student can be frustrating, because he *wants* to understand and can't. Try to use language structures and vocabulary familiar to the student, and/or demonstrate, draw or show what you mean. Peers should do the same. When teaching content areas, try to illustrate concepts as much as possible with pictures or experiences.

3. Over-correction of errors after student begins to freely speak English can cause discouragement. If the student has been taught the correct way to say something and persists in making oral mistakes, try using a hand signal to alert him to it so he can remember and correct. Since students usually free-produce English with peers outside the classroom first, they may pick up incorrect grammar.

Enhancing Self-Esteem

Most teachers do a very good job of this, as it is the same for a non-English speaking child as for others. Some ideas include:

1. Make a special effort to personally recognize the non-English speaking student every day. He need not understand your words to feel your meaning--he is special and wanted.

2. Possibly ask the child to teach you and/or the class some words or expressions in his home language. Later, when his English is better, encourage him to share information about his country, its culture and history, holidays, etc.

3. Acquire some poems, stories, songs or folklore in the child's home language and/or English translations. Teach or have the non-English speaking student teach to the class.

4. Utilize record-keeping procedures that enable the student to see his progress charted.

5. Encourage students to become bilingual and bicultural. English is an *addition* to their language skills, not a replacement. Students almost always speak their native language at home and should be encouraged to maintain it.

6. Encourage American students to include non-English speaking students in their regular activities, using non-verbal communication to teach the rules of games, etc.

7. As a student gains fluency, teach him to be assertive in asking for clarification of words or phrases he doesn't understand. For some students, this will be difficult. Praise questions.

SURVEYING RESOURCES

As soon as possible, call the English as a Second Language teacher with each student's name, home language, grade placement and teacher's name.* A meeting can be arranged to get some materials and discuss the situation and resources. Generally, the E.S.L. teacher can schedule the students for tutorial services.

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*This is necessary for E.S.L. records and funding even if student can be adequately served by a Bilingual, Migrant or Lau program.

Then see who else could possibly devote time on a regular basis to tutor the non-English speaking student(s). Especially for the first few months, *any* special help is beneficial. Schools have enlisted librarians, paid aides, university field experience students, responsible peers and parents. Unfortunately, finding people with time is *very* difficult. Fortunately, the personal rewards can be great, as students are generally motivated and quick to learn.

The E.S.L. teacher can meet with anyone able to tutor students to answer questions, provide materials, train and help coordinate efforts. Excellent teacher-training materials can be acquired on loan for those interested.*

SETTING UP THE CLASSROOM

Some basic things to locate for the classroom might include:

1. Language Master
2. Blank language master cards (available from storeroom)
3. Headphones
4. Cassette tape recorder
5. Blank cassette tapes (available from storeroom)
6. Pictures of any and everything! Some sources are:
    a. Magazines
    b. Old filmstrip catalogues
    c. Getting Ready to Read books
    d. Store catalogues
    e. Old readers and discarded books
    f. Special Education Learning Resource Center (LRC)--basement of UNC Library
    g. Peabody Kits
    h. Dairy Council materials (food pictures)
7. An "object box" filled with realia of all kinds (two of a kind if possible for work on plurals). Challenge the class to scrounge for common items to put in the box--a rock, a leaf, a pencil, a match, a key, cotton, wood, metal, etc.
8. Small filmstrip/tape projector
9. Filmstrips/tapes of folk stories or other simple but interesting things. Repetitive listening to favorite stories is helpful.

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*Teaching English as a Second Language--A Self-Instructional Course, developed by the State University of New York and available on checkout for one month from the Adult Education Resource Center in Denver, 934-5786.

The E.S.L. teacher can provide workbooks and materials, both to be consumed and checked out.

FINDING "FILLER" ACTIVITIES TO USE UNTIL PROGRAM STARTS

1. Sequence Picture Cards (available at the Learning Resource Center) may help build left-right orientation for young students or those with a much different writing system.

2. Handwriting Practice. Make sure the child is forming the letters correctly, especially if his writing system is different from ours.

3. Math. Many foreign students excel at this from the first.

4. Language Master. If pictures of classmates are available, clip to language master cards and either record *This is Tim.* or have peer record *Hi! I'm Tim.* The Language Master can also be used to teach number names, letter names, etc.

5. Music. Sometimes students need a break from listening to unintelligible talk, which can be fatiguing. Listening to music can provide this.

6. Coloring, dot-to-dot puzzles, mazes and other such games are easy and fun. Word search puzzles can be used to reinforce new vocabulary when the words themselves are given as clues.

7. Drawing. The teacher or another child can provide words and sentences for what is drawn. This is helpful in getting to know the child's interests.

8. Worksheets and workbooks provided by the E.S.L. teacher may be used to reinforce what is taught in English as a Second Language sessions.

9. Filmstrips or books combined with tapes or records can be listened to several times over succeeding days. Use well-illustrated folk tales with much repetition within the story.

10. The non-English speaking student can cut pictures from catalogues or old books and possibly mount them on tagboard to be used in tutorial sessions or with the language master. Consult with the E.S.L. teacher regarding what types of pictures are most useful and what vocabulary reinforces what the child is learning in E.S.L.

DEFINING EXPECTATIONS

A non-English speaking student clearly cannot perform on a par with his English speaking peers in most academic areas. Nor can the classroom teacher spend too much time with the student one-to-one. In setting reasonable expectations, it might help to keep the following points in mind:

1. Anything the child can do that helps him learn can be used.

2. The primary goal at first should be to facilitate adjustment and learning of the oral language--*not to teach or test subject matter*. Visual or experiential illustrations of subject matter should be used as much as possible, of course, but real understanding will come gradually. Comparing the non-English speaking student's progress with that of others can only lead to a failure experience for teacher and child.

3. Setting short-term attainable objectives and measuring progress toward them graphically may prevent both teacher and student from feeling overwhelmed.

What Can Be Expected From Students?

1. Since listening to a foreign language all day may be extremely tiring, students can appear attentive one minute and dazed the next. This is normal and will probably continue until good listening comprehension is achieved. Permitting students to withdraw from class activities to rest or listen to music on occasion can help.

2. Students, even if they can write, may not spell correctly or use capitalization or punctuation. In some languages, there is no capitalization. Until those skills have been taught and mastered, such errors can be ignored.

3. Even though students have studied certain structures and vocabulary, they may not be able to apply what they know in conversation. All opportunities to hear and speak using the structures that have been studied are very beneficial.

4. Misbehavior may result from frustration, boredom or the need to be recognized by peers. Avoiding "special treatment" and providing plenty of work within the student's ability level may partially prevent this. Also, being sensitive to the child's unique social problems and helping him find ways to fill his needs in an acceptable way is important.

5. Just because a child can express himself effectively and fluently in conversation doesn't mean he "knows" English well enough to do grade level work. It will probably be *at least* two years before even the most adept foreign student will be able to do grade level work with comprehension and success. Learning a new language is a large undertaking.

6. Often, limited English speaking students can decode and manipulate English structures well enough to answer "comprehension" questions in writing. It is a credit to them, in a way, that they can develop these "survival" skills on their own, but guard against assuming real comprehension.

7. There is no time when a once non-English speaking student suddenly "knows" English. Acquisition of a second language is progressive and gradual--in fact continues for a lifetime, as does growth in a native

language. Whatever a teacher can do to encourage students to independently and assertively pursue mastery of English is of tremendous value.

PLANNING AN INDIVIDUALIZED PROGRAM

The first step in setting up a program for a student who speaks no English is to take stock of the subjects he can participate in with some degree of success (P.E., Art, Math, etc.), what tutors are available and when, and what materials or independent activities can be used.

A teacher may prefer to seat a limited English speaking student in front of the class where he can hear directions and pronunciations and see the teacher's illustrations and gestures. Seating him to one side may make withdrawal for independent work or tutorial help less awkward. A responsible "buddy" sitting next to him can help the student with a scrapbook or other activity initially and later explain quietly new words being used by the teacher.

Students may be placed in average or top reading groups as a *listening* member only. Basals should *not* be used to teach reading skills until most of the basic structure of English is learned orally. As a listening member, the student is exposed to good language models and the teacher can choose a few simple words from the pictures for the student to learn each day. Use this strategy with caution.

To teach reading, a language experience approach is best. Basals are poor for E.S.L. students because they contain advanced sentence structures and function words which cannot be defined and must be learned in ways that show meaning in a linguistic sequence. With language experience, comprehension is insured and a failure situation avoided.

As the student improves in speaking and understanding English, he can take part in more and more activities with the regular class. In content areas such as Science and Social Studies, a list of basic vocabulary can be submitted to the E.S.L. teacher to be taught in advance. If someone can sit with the child and explain vocabulary during a regular lesson, this is most helpful, as words and concepts are repeated and reinforced throughout the presentation. This is a difficult job, because many words which seem most simple and basic are unknown to the student and the helper must try to see through the E.S.L. student's eyes. The most important thing is that the student learn and experience some degree of success when participating with the class.

On the following page is an example of how activities for a student who knows no English might be scheduled in a regular classroom. A blank form for plotting a schedule for a particular situation is in Appendix B.

EXAMPLE OF A SCHEDULE FOR A STUDENT WHO SPEAKS NO ENGLISH*

TIME	CLASS ACTIVITY	E.S.L. STUDENT'S ACTIVITY	MATERIALS NEEDED
9:00-9:30	P.E. or Music	Same as class	None
9:30-10:00	English	Vocabulary Development--Consult with E.S.L. teacher for assistance in choosing a sequence of words and sentence structures to reinforce E.S.L. instruction.	Language Master with pictures clipped to recorded language master cards. Always record words within a sentence.
10:10-10:30	Spelling Writing	Same as class. Individualized spelling list of known vocabulary. Test by giving student appropriate group of pictures. He spells. Or peer can dictate.	Pictures used for vocabulary development. Appropriate hand-writing materials.
10:30-11:15	Science	Language tutoring by E.S.L. teacher or tutor. When special films or experiences are available, E.S.L. teacher can assist student in regular classroom.	Materials available from E.S.L. Program.
11:15-11:55	Social Studies	Participate with class to an increasing degree as possible. Worksheets provided by E.S.L. teacher to reinforce tutorial work may be used. Or independent activities such as puzzles, etc.	As needed.
11:55-1:00	LUNCH AND RECESS		
1:00-1:30	Reading Group	Language experience transcriptions and skills lessons based on them. Teacher or tutor time necessary. Independent work with cassettes, etc.	As needed.
1:30-2:00	Reading Group	Participate as listening member only. Learn and illustrate some simple vocabulary from stories. (Do not use basals to teach reading.)	Same as class.
2:00-2:20	RECESS		
2:20-3:15	Math	Participate with class. Help from student "buddy" when necessary. Request E.S.L. teacher to teach math terminology.	Regular text. See Math Coordinator for texts in Spanish.

*Students who speak some English should be included in regular activities to the extent to which they are capable of succeeding.

KEEPING RECORDS

Rather than attempting to keep grades in the regular class gradebook, the teacher and tutor might maintain a file containing the student's written work and some or all of the following:

1. Chart of Content (Appendix A)--Since no set curriculum exists at present for E.S.L., this is intended mainly to give an overview of what is taught in beginning E.S.L. Precise content depends to a great extent on the age of the student and the E.S.L. teacher or tutor needs to adapt objectives considering this. One way to use this chart for teaching is in conjunction with the language experience approach (see page 18). For the classroom teacher, it can possibly be used to note progress in oral fluency. When a child is observed correctly using a new structure in free speech, note and tell the E.S.L. teacher if possible. Incorrect patterns may also be noted so that they can be remediated before they are set.

2. Lesson Plans--Appendix B is a blank sheet that can be reproduced and used to plan the student's day. A form for planning tutoring sessions is in Appendix C.

3. Vocabulary Chart--One chart for keeping track of words learned is included in Appendix D. Lists, stairsteps, or graph paper can also be used. Especially at first, these can be motivating and can be used as a basis for testing vocabulary retention later.

4. Pronunciation Diagnostic--Tutors may wish to use the test in Appendix E to diagnose pronunciation difficulties and note progress.

5. Pronunciation Drill Chart--Appendix F includes a sample form for keeping records of pronunciation drills. Explanations of some types of drills are included on page 15 - 16.

6. Tests and transcriptions of student's oral language.

TESTING

The student file described above might be a basis for testing of vocabulary words, pronunciation and syntax. The same materials used to teach can be used to test, in many cases.

The E.S.L. teacher or tutor can test syntax and vocabulary by eliciting free production about a picture, experience or any stimuli of interest to the child. Recordings and transcriptions of oral production can then be analyzed for application of language that has been taught. (See explanation of Language Experience Approach on page 18 for more information.)

The ability to express ideas in writing *follows* the ability to talk. Students who know enough English to understand subject matter concepts may still not be able to succeed on a regular test. In this case, try an

oral test of the most important concepts, perhaps using pictures or drawings and asking the student to explain what is happening and why. Transcribe or record speech and assess understanding. Until the child *can* succeed on a regular test, you may wish to use a different grading system (see below). It is probably not necessary to test *all* concepts that classmates are expected to know.

Although it may seem unfair to give non-English speaking students standardized tests (Metropolitan Tests or District Objective Tests), it is necessary even when the student cannot possibly succeed. This is because improvement on these tests must be documented for legal reasons over a several year period. Since the tests in this case measure English facility and not what they are intended to measure, you might talk to the principal about the possibility of excluding the scores from class and school averages.

GRADING

Grading on the regular report card can present a difficult problem. Students showing great progress in learning English can still be unable to read or comprehend materials used in the regular classroom. Also, parents sometimes expect their children to earn grades similar to those earned in their home country.

Letter grades can cause a lot of misunderstanding. An "A" can be seen by the parent as meaning the student is doing excellent work in comparison to peers, whereas the teacher meant he has shown good attitude, improved markedly and is progressing to the best of his ability. On the other hand, a parent might be upset with his children and press them to work harder if an "F" is received, when regular classroom work is incomprehensible and the student is doing his best. The teacher, in this case, is reflecting the fact that the student is unable to do *any* regular work assigned to the class and has failed all assignments and tests. Misunderstandings between school and parents can persist despite explanations, partially because grades may be used much differently in the home country than here.

An alternate grading system, agreed upon in a conference between principal, teacher(s) and possibly parents is recommended for non-English speaking students. Perhaps a written report of his/her progress in learning English would be in order at first. S-U grading might be considered for subject areas after the student is able to participate to some degree. Only when the student knows enough English to earn grades under the same criterion as peers are letter grades really advisable.

PRINCIPLES & METHODS

GENERAL PRINCIPLES OF SECOND LANGUAGE LEARNING

1. Learning a language is the process of learning to communicate effectively with speakers of that language. The main criteria for judging "correct" speech, therefore, is "Would a native speaker say it that way?"

2. Language is systematic and structured. Learning a language requires internalizing patterns or "rules" into habits. Conscious knowledge of rules *is not necessary*, but may be helpful to some older learners. It is best to limit instruction to one new syntactical pattern at a time.

3. The sequence of acquiring language skills is: Listening, Speaking, Reading and finally Writing. Learning should proceed from the concrete to abstract and from oral to graphic skills in small incremental steps. Ideally, students should hear and comprehend language patterns several times, practice them orally and then read and write using them, at least in the initial stages of instruction. One sequence for teaching is: Use objects, pictures or acting out to demonstrate meaning, then model sentences, ask student to repeat several times, and proceed with activities and drills toward mastery. Follow-up activities can include reading and writing exercises especially if students have these skills in their native language.

4. Culture is an integral part of language. As often as possible, teaching should include sentences and phrases that would actually be used by Americans. Since words and language use reflect the way people think in the context of their culture, learning a second language involves becoming aware of behavioral and linguistic patterns which may be new and even inappropriate in the user's home culture. For example, opening a gift in the presence of the giver is considered highly impolite in some cultures, though usually acceptable in the United States. Children are not allowed to meet the eyes of their elders in some countries, a habit that may be interpreted as evasiveness here. Understanding and accepting cultural differences is a first step toward becoming truly bilingual and bicultural--a world citizen.

METHODOLOGY

Structure Drills

Five steps in building language habits are outlined below, with some examples of ways to teach each step:

1. RECOGNITION--The child must perceive and recognize the structure and meaning of a sentence. Similar structures may be reviewed and comparisons made. Concrete objects, illustrations or acting out can indicate meaning

for beginning students and more complex or abstract meanings explained in simple language to intermediate students. Give several examples for each item (*I am walking. I am reading. I am working.*) Test comprehension by saying a sentence and having the student act it out or point to an appropriate object or illustration.

2. IMITATION--The child mimics the teacher or a tape. Model the sentence and have student repeat. To teach the student what you want, say sentence in a normal voice and then repeat in a soft voice using a hand signal to indicate student is to respond. Mouth correct response with student at first. Teach the word "Repeat". Positively reinforce correct responses.

   If student has a problem repeating an entire utterance, use a backward buildup drill. The student repeats words or groups of words beginning at the end of the sentence and working toward the front of the sentence, as illustrated below. Natural intonation is retained by breaking up sentences in this way, and the student feels more confident as he moves toward a part of the sentence he has already practiced.

   Teacher: *The girls are waiting for the bus.*
   Teacher: *for the bus.*
   Student: *for the bus.*
   Teacher: *are waiting for the bus.*
   Student: *are waiting for the bus.*
   Teacher: *The girls are waiting for the bus.*
   Student: *The girls are waiting for the bus.*

   If the student has a pronunciation problem, direct him to watch your mouth. Demonstrate differences in the sound desired and that being produced, pointing out position of lips and tongue. If a particular sound continues to present a problem, construct pronunciation lessons (see page 38).

   Continue imitation until student can repeat easily without modeling and in response to a visual clue if available. At this point, a substitution drill using visual clues may be appropriate. Students use another word of the same class in place of a word in the sentence.

   Teacher: (holding pencil) *I have a pencil.*
   Student: (holding pencil) *I have a pencil.*
   Student: (holding book) *I have a book.*
   Student: (holding eraser) *I have an eraser.*
   etc.

3. REPETITION--The child answers questions or recites by memory. The student may memorize and recite a dialog (see page 16). Or teach question-answer pairs: *What is he doing? He is reading a book.* Again use visual cues. Teacher asks questions and student responds, then student asks questions and teacher responds. With more than one student, a chain drill can be used. In this, Student A asks a question or makes a remark to Student B, Student B follows the pattern with Student C, etc.

Student A: *What's your name?*
Student B: *My name is John.*
What's your name?
Student C: *My name is Lily.*
etc.

Use plenty of wait time, but if student has apparently forgotten the response, return to imitation for a while and then back to repetition. Keep a rather brisk pace, especially when using drills.

4. VARIATION--The child manipulates structures. Introduce negative answers. Use various subjects, objects and verbs in substitution drills. Have student formulate questions from statements, negative from positive statements and expand sentences. These are called Transformation Drills.

   a. Statement to Question
      Teacher: *She likes cats.*
      Student: *Does she like cats?*

   b. Positive to Negative
      Teacher: *I want to eat.*
      Student: *I don't want to eat.*

   c. Expanded Sentences
      Teacher: *My brother wants a car (new)*
      Student: *My brother wants a new car.*

5. SELECTION--The child selects appropriate sentences to express new meaning. Ask student questions about himself or things he knows utilizing new as well as previously mastered structures. Maybe find pictures of the child's country or any interesting pictures as a stimulus, or ask him to bring items of value to him such as collections or pictures of his family. Encourage the use of the new structure and inobtrusively reinforce when used. Really listening and being interested is important. Develop hand signals to alert the student to mistakes in known structure without interrupting his flow of speech. At this point, you may wish to record or transcribe the student's speech, and proceed with a language experience method (see page 18). Worksheets can be developed from the transcription or the child can proofread and correct it. A language item is not really learned until it is used in free speech, but it's not necessary for this to occur regularly before proceeding with instruction. The language experience stories can give you clues as to what to teach next.

Dialogs

A dialog is a conversation between two or more people. The language included is representative of everyday speech which would be used by Americans in a natural situation. The structures in the dialog are models of language patterns, which can be imitated, repeated, and varied by the student with the teacher's guidance. Dialogs can illustrate the use of a

pattern or structure within a cultural context, and good dialogs can add humor and human interest to language learning.

How to Write Dialogs

1. The situation of the dialog should be geared to the age and interest of the students. Listening to and being aware of speech used by age peers in various situations can stimulate ideas.

2. Dialogs should generally be no longer than five to six lines.

3. Dialogs should contain examples of English patterns you wish to teach and may include any previously studied structures.

4. New nouns and verbs used in a dialog should be taught in advance, using familiar sentence structures. Also, introduce characters. These may be puppets, other children, or fictional characters.

An Example

Objective: Present Continuous

Prerequisites: Prepositions of place, Question-word questions, "Be" present tense.

Bill: *Hi, Jan! Where's Mike?*
Jan: *He's at school.*
Bill: *It's summer! What's he doing there?*
Jan: *He's swimming and playing basketball. I'm going there right now. Are you coming?*
Bill: *No, thanks. Where are Joe and Cathy?*
Jan: *They're watching TV next door. See you later!*

Ideas for Teaching Dialogs

1. Prepare

   a. Write or find a dialog. Prepare or procure props if needed (hats, pictures, puppets).
   b. Study the dialog and practice presentation beforehand if possible, so you can deliver it smoothly with appropriate gestures and expression.
   c. Choose useful vocabulary for substitution drills and variations. When possible, get or make flash cards with pictures to illustrate vocabulary.
   d. Have students close books and make sure all eyes are on you.

2. Model the entire dialog twice.

   a. Show who's speaking by changing position from side to side (change chairs, hats, alter voice, etc.) It should be fairly easy to present a good dialog using natural speech and intonation at a normal pace.
   b. Point to the picture of speaker, if using pictures.

c. Use puppets. Allow students to manipulate puppets only *after* they've learned the language being taught.

3. Teach dialog.

   a. Model first stimulus response pair. Have students imitate each sentence in groups, then individually. Use backward buildup drill if necessary (see page 15). Use hand signals to elicit responses. Then combine stimulus-response pair and take parts, possibly using a chain drill to reinforce.

   b. When students have mastered the first pair, repeat procedure with the second pair, then combine all parts learned. Continue until the entire dialog is learned.

   c. Have students take parts and say or act out the dialog. They may manipulate puppets for this, hold a picture of the speaker, or wear the hat of the speaker.

4. Follow-up.

   a. Use patterns as a basis for structure drills.

   b. More advanced students may create their own dialogs.

Language Experience

1. Use the sequence of lessons in Chapter 5 or an E.S.L. text to begin teaching English to monolingual students.

2. When the child can speak with some fluency, record some free oral production. The child may talk about an experience, his country, his family or an interesting picture he chooses--the important thing is that real communication is attempted. The teacher may ask questions to stimulate, but not criticize or correct. (Note: This methodology may be most effective with children who already know some English, as it pinpoints their strengths and weaknesses.)

3. Transcribe the recording, noting date and name of child. Draw red boxes around errors. Underline in green correct uses of language previously taught.

4. Formulate a plan for further lessons based on the child's demonstrated needs. Treat errors that affect meaning before lesser grammatical errors. Note needs for structure, vocabulary and sound system lessons. For example:
   It looking like a dog. (Needs simple present structure.)
   That man is think. (Pronunciation "n" vs. "nk".)
   The door is fat. (Vocabulary "wide")

5. In the case that a child's transcribed speech shows no errors, introduce another item from the Chart of Content (Appendix A).

6. As often as possible, use language children have produced as a basis for constructing lessons, drills, games and activities.

7. Teach reading skills with corrected language experience stories. Child reads what he has said. Note difficulties and teach skills. When the child can read the story, write words on flash cards and see if he can recognize them. Recombine those words into different sentences. Make up comprehension questions.

8. Use language experience stories as a basis for writing activities--spelling, controlled composition, unscrambling and answering questions (true-false, comprehension, matching and multiple-choice).

9. Record another sample and repeat this process.

10. The transition into prepared reading materials such as basals can be made when the student has mastered most of the basic structures of the English language. Although grade level material will be too difficult at first, it is best not to place a child in a low reading group if he can proceed faster. Also, rather than ask him to complete *all* materials to catch up with the class, diagnose skills and comprehension difficulties, and reinforce or teach to weak areas. Some foreign students are excellent at decoding, and may not need all skills lessons. Encourage students to ask for explanations of words they don't understand and possibly keep a list to study.

CONTENT (STRUCTURAL)

This chapter includes a Chart of Content (Structural) to be taught in beginning English as a Second Language, as well as explanations and examples of items on that chart. No "curriculum" as such exists for English as a Second Language, but this chart can help the teacher and tutor gain an idea of the scope of E.S.L. Also, it can be used as a summary to facilitate communication between aides, E.S.L. teacher and classroom teachers, or to send on to a new school or teacher.

Precise content depends to a great extent on the age, ability level, interests and native literacy of individual students. The E.S.L. teacher and tutors must pace sequential instruction and formulate specific objectives with these factors in mind. A form for planning lessons is in Appendix C. This shows the specific objectives a tutor or E.S.L. teacher chooses to teach. One possible sequence of objectives and lessons is outlined in Chapter 5.

Again, this is just one way of organizing the content of English as a Second Language, and is intended primarily to offer some structure that may be of help to inexperienced teachers of E.S.L.

ENGLISH AS A SECOND LANGUAGE
CHART OF CONTENT (STRUCTURAL)

STUDENT'S NAME _____

HOME LANGUAGE _____

DIRECTIONS: The structures below are explained in the E.S.L. Handbook. Mark the chart by placing a / to indicate structure has been introduced, X to indicate student knows, and Ⓧ to indicate mastery and use in free conversation.

VERBS

	Affirmative	Conjugation & Subject-Verb Agreement	Negation	Contractions	Irregular	Yes/No Questions	Long/Short Answers	Choice Questions	Question Words	Tag Questions
"Be" Present					\					
Imperative						\		\	\	\
Present Continuous										
Simple Present										
Future "Going to"										
Future										
Auxiliary Verbs										
Simple Past										
Past Continuous										
Present Perfect										
Past Perfect										
Perfect Continuous										
Passive Voice										

NOUNS

Count Nouns	
Proper Nouns	
Plurals	
Irreg. Plurals	
Mass Nouns	
Possessives	

ADJECTIVES

Color	
Comparison	
Comp./Super.	
Other	
Order	

PRONOUNS

Subject	
Possessive	
Object	
Object Poss.	
"Self"	
Indefinite	
Others	

ADVERBS

Of Frequency	
Of Manner	
Of Time	
Comp./Super.	

CONJUNCTIONS

Coordinating	
Subordinating	
Correlative	

PREPOSITIONS

Of Place	
Contrasting	
Others	

DETERMINERS	

INTENSIFIERS	

VERBS

"BE" PRESENT TENSE

1.	Affirmative Statements	*This is a book. She is a student.*
2.	Conjugation and Subject-Verb Agreement	*I am, you are, he is, she is, it is, we are, you are, they are*
3.	Negation	*He is not a teacher.*
4.	Contractions	*I'm, you're, he's, she's, it's we're, you're, they're, isn't, aren't*
5.	Yes/No Questions	*Is he a policeman?*
6.	Long/Short Answers	*Yes, he is a policeman. Yes, he is. No, he's not (he isn't) a policeman. No, he isn't.*
7.	Choice Questions	*Is that a desk or a table? That's a table.*
8.	Question Words	*What is this? What's your name? Who is he?*
9.	Tag Questions	*You're a student, aren't you? You aren't a doctor, are you?*

IMPERATIVE

1.	Affirmative Commands	*Sit down. Please help me. Hang up your coat. Let's go.*
2.	Conjugation	Always use infinitive.
3.	Negation	*Don't talk. Please don't stand here.*
4.	Contractions	*don't*

PRESENT CONTINUOUS

1.	Affirmative Statements	*He is reading. They are standing up.*
2.	Conjugation and Subject-Verb Agreement	*I am walking, you are working, he/she is reading, we are writing, they are singing.*
3.	Negation	*They are not reading.*

---

*These examples represent patterns, not the actual language that you will teach. See the Vocabulary Section, page 42 for vocabulary to use within these structures.

4.	Contractions	Same as "be" present.
5.	Yes/No Questions	*Is he reading?*
6.	Long/Short Answers	*Yes, he's reading. Yes, he is.* *No, he's not reading. No, he isn't.*
7.	Choice Questions	*Is he reading or writing? He's writing.*
8.	Question Words	*What is he doing? What is he reading? What is he waiting for? Where is he going? Who is looking at Mary?* (Note: Teach *Who is Mary looking at?* seperately.)
9.	Tag Questions	*They're not coming, are they?* *He's singing, isn't he?*

SIMPLE PRESENT

1.	Affirmative Statements	*She writes. They sing. I want to go.*
2.	Conjugation and Subject-Verb Agreement	*I know, you know, he knows, she knows, it knows, we know, you know, they know*
3.	Negation	*He does not like dogs. I do not ski.*
4.	Contractions	*doesn't, don't*
5.	Irregular	*have/has, go/goes, do/does*
6.	Yes/No Questions	*Does he read? Do they swim?*
7.	Long/Short Answers	*Yes, he reads. Yes, he does.* *No, they don't swim. No, they don't.*
8.	Choice Questions.	*Does he walk or ride? He walks.*
9.	Question Words	*What does she do? What do they like? Who does he see? Where do you live? Who sees Mary?*
10.	Tag Questions	*He likes soup, doesn't he?* *He doesn't drink milk, does he?* *They want to help, don't they?* *They don't want to eat, do they?*

FUTURE--"GOING TO" + INFINITIVE

1.	Affirmative Statements	*John is going to swim tomorrow.*

2.	Conjugation and Subject-Verb Agreement	"Be" Present + *going to* + infinitive Contrast with present progressive.
3.	Negation	*I am not going to work tonight.*
4.	Contractions	Same as "be" present.
5.	Yes/No Questions	*Are they going to play?*
6.	Long/Short Answers	*Yes, they are going to play. Yes, they are.* *No, they aren't going to play. No, they aren't.*
7.	Choice Questions	*Are they going to walk or run to school?*
8.	Question Words	*What are they going to do?* *What is she going to play?* *Who is she going to talk to?* *Where are they going to go?*
9.	Tag Questions	*They're going to come, aren't they?* *They aren't going to leave, are they?*

FUTURE

1.	Affirmative Statements	*We will work.*
2.	Conjugation and Subject-Verb Agreement	*will* + infinitive
3.	Negation	*He will not help us.*
4.	Contractions	*I'll, you'll, he'll, she'll, we'll, you'll, they'll, won't*
5.	Yes/No Questions	*Will you help me?*
6.	Long/Short Answers	*Yes, I will help you. Yes, I will.* *No, I won't help you. No, I won't.*
7.	Choice Questions	*Will he swim or eat?*
8.	Question Words	*What will he do? What will they read?* *Where will she go? Who will I talk to?*
9.	Tag Questions	*He'll play basketball, won't he?* *He won't work, will he?*

AUXILIARY VERBS

1.	Affirmative Statements	*I may go. I might go. I must go.* *I should go. I shall go. (shall=will)* *I could go. I can go.* *I would go. I will go.* *I have to go. I ought to go.*
2.	Conjugation and Subject-Verb Agreement	Auxiliary verb + infinitive
3.	Negation	*I can not go. He should not eat.*
4.	Contractions	*can't, shouldn't, couldn't, wouldn't won't*
5.	Yes/No Questions	*May I go?*
6.	Long/Short Answers	*Yes, you may go. Yes, you may.* *No, you may not go. No, you may not.*
7.	Choice Questions	*Can he swim or ski?*
8.	Question Words	*Who can he see? What should we do? Why couldn't he play? Where shall we stop? Which coat can you wear?*
9.	Tag Questions	*I can eat, can't I?* *We shouldn't play, should we?*

SIMPLE PAST

1.	Affirmative Statements	*He jumped. They left.*
2.	Conjugation and Subject-Verb Agreement	Conjugated the same for all persons. Teach regular, irregular and mix.
3.	Negation	*He did not win.*
4.	Contractions	*didn't*
5.	Irregular	See chart on page 29.
6.	Yes/No Questions	*Did you see the fireman?*
7.	Long/Short Answers	*Yes, I saw the fireman. Yes, I did.* *No, I didn't see the fireman. No, I didn't.*
8.	Choice Questions	*Did you jump rope or play ball?*
9.	Question Words	*What did you see? Who did you find? Where did he go?*

10.	Tag Questions	*He laughed, didn't he?* *He didn't cry, did he?*

PAST OF "BE" AND PAST CONTINUOUS

1.	Affirmative Statements	*He was in the house. They were talking.*
2.	Conjugation and Subject-Verb Agreement	*I was, you were, he was, she was, it was, we were, you were, they were*
3.	Negation	*He was not at school.*
4.	Contractions	*wasn't, weren't*
5.	Irregular	*was, were*
6.	Yes/No Questions	*Were you at school?*
7.	Long/Short Answers	*Yes, I was at school. Yes, I was.* *No, they weren't talking. No, they weren't.*
8.	Choice Questions	*Was it black or white? It was black.*
9.	Question Words	*Who was here? What was the boy doing?* *Where was Jody?*
10.	Tag Questions	*She was pretty, wasn't she?* *He wasn't a lawyer, was he?*

PRESENT PERFECT

1.	Affirmative Statements	*He has gone. They have walked there.*
2.	Conjugation and Subject-Verb Agreement	*I have seen, you have seen, s/he has seen, we have seen, you have seen, they have seen*
3.	Negation	*They have not left. He has not tried.*
4.	Contractions	*I've, you've, he's, she's, it's, we've, you've, they've, hasn't, haven't*
5.	Irregular	See chart on page 29. For regular verbs, use past tense.
6.	Yes/No Questions	*Has he left? Have they studied?*
7.	Long/Short Answers	*Yes, he has left. Yes, he has.* *No, he hasn't talked. No, he hasn't.*
8.	Choice Questions	*Have you written or talked with her?*

9. Question Words	*What have you done? Where have you been? Who have you seen? What have you written? Which books have you read? Why haven't you done your work? How have you been?*
10. Tag Questions	*You've been reading, haven't you? You haven't seen her, have you?*

PAST PERFECT

1. Affirmative Statements	*They had finished work.*
2. Conjugation and Subject-Verb Agreement	*had* + verb
3. Negation	*He had not talked to her.*
4. Contractions	*I'd, you'd, he'd, she'd, we'd, you'd, they'd, hadn't*
5. Irregular	See chart on page 29. For regular verbs, use past tense.
6. Yes/No Questions	*Had he lived there?*
7. Long/Short Answers	*Yes, he had lived there. Yes, he had. No, he hadn't lived there. No, he hadn't.*
8. Choice Questions	*Had they won or lost?*
9. Question Words	*What had he done? Where had he gone? Who had he seen? Why had he left? Which one had he wanted?*
10. Tag Questions	*He had liked the man, hadn't he? She hadn't liked the woman, had she?*

PERFECT CONTINUOUS

1. Affirmative Statements	*I have been reading. He has been talking. They had been singing.*
2. Conjugation and Subject-Verb Agreement	*He _____ been working.* *You _____ been sleeping.* *They _____ been studying before dinner.*
3. Negation	*She has not been eating.*
4. Contractions	Review contractions from present and past perfect.
5. Yes/No Questions	*Have they been studying?*

6.	Long/Short Answers	*Yes, they've been studying. Yes, they have. No, they haven't been studying. No, they haven't.*
7.	Choice Questions	*Have you been laughing or crying? I've been laughing.*
8.	Question Words	*What has he been doing? Where have they been living? How have you been feeling?*
9.	Tag Questions	*He's been running, hasn't he? You haven't been driving, have you?*

PASSIVE VOICE

1.	Affirmative Statements	*The fish was eaten (by the cat). The tables were moved (by the men).*
2.	Conjugation and Subject/Verb Agreement	*was/were* + perfect
3.	Negation	*His work was not done.*
4.	Contractions	Review *wasn't, weren't*
5.	Irregular	Irregular form as in perfect tenses but drop *have/has* auxiliary. (*been, gone*)
6.	Yes/No Questions	*Was the door opened? Were the apples eaten?*
7.	Long/Short Answers	*Yes, the door was opened. Yes, it was. No, the apples weren't eaten. No, they weren't.*
8.	Choice Questions	*Was the ball hit or thrown? It was hit.*
9.	Question Words	*When was the book written? Why was the bird killed?*
10.	Tag Questions	*It was used, wasn't it? They weren't taken, were they?*

CHART OF IRREGULAR VERBS

INFINITIVE	PAST	PERFECT	INFINITIVE	PAST	PERFECT
eat	ate	eaten	spend	spent	spent
give	gave	given	bend	bent	bent
go	went	gone	build	built	built
run	ran	run	feel	felt	felt
see	saw	seen	keep	kept	kept
is/are	was/were	been	leave	left	left
come	came	come	sleep	slept	slept
			sweep	swept	swept
bring	brought	brought	lose	lost	lost
buy	bought	bought			
catch	caught	caught	cut	cut	cut
fight	fought	fought	cost	cost	cost
teach	taught	taught	fit	fit	fit
think	thought	thought	hit	hit	hit
			let	let	let
begin	began	begun	put	put	put
drink	drank	drunk	set	set	set
ring	rang	rung	spread	spread	spread
sing	sang	sung	hurt	hurt	hurt
swim	swam	swum			
swing	swang	swung	dig	dug	dug
			hang	hung	hung
blow	blew	blown	sting	stung	stung
grow	grew	grown	sell	sold	sold
know	knew	known	tell	told	told
fly	flew	flown	have	had	had
throw	threw	thrown	sit	sat	sat
draw	drew	drawn	say	said	said
wear	wore	worn	read	read	read
tear	tore	torn	meet	met	met
			lead	led	led
beat	beat	beaten	hold	held	held
choose	chose	chosen	hear	heard	heard
break	broke	broken	make	made	made
forget	forgot	forgotten	slide	slid	slid
get	got	gotten	shoot	shot	shot
hide	hid	hidden	win	won	won
bite	bit	bitten	wind	wound	wound
shake	shook	shaken	stand	stood	stood
take	took	taken	understand	understood	understood
write	wrote	written			
drive	drove	driven			
ride	rode	ridden			

NOUNS

1. Count nouns denote countable things such as *a pencil, a ruler, a house, a girl.* Singular count nouns must be preceded by a determiner (*i.e. a, an, the, this, that, etc.*) with the exception of the words *home, school,* and *work* (*i.e. He is at home.*).

2. Proper Nouns are names of a particular person, animal, city, country, etc. These must be capitalized and may not be used with a determiner. *I live in a town. vs. I live in Greeley.*

3. Plurals of count nouns are formed by adding the "s", "z" or "es" sound to the end of the word. The *a/an* determiner may not be used, but *the, these* and *those* should be taught. *This is a chair vs. These are chairs.*

   A short list of examples follows. Use the Vocabulary List on page 42 to develop a more complete list if needed for teaching.

"s" -	*goats*	*cakes*	*ships*
	bats	*sticks*	*grapes*
	ghosts	*masks*	*caps*
	shirts	*desks*	*cups*
"z" -	*chairs*	*roads*	*bowls*
	pears	*apples*	*rugs*
	babies	*puzzles*	*stars*
	potatoes	*trees*	*friends*
	balls	*pajamas*	
"es"-	*classes*	*watches*	*kisses*
	churches	*dishes*	*buses*
	boxes	*faces*	*brushes*

4. Irregular Plurals must simply be memorized as a special case. Later mix with regular plurals in drills. Again, the vocabulary list may be used for more examples.

man/men	*sheep/sheep*	*mouse/mice*
woman/women	*fish/fish*	*goose/geese*
child/children	*deer/deer*	*foot/feet*
person/people		*tooth/teeth, etc.*

5. Mass Nouns denote things which in their original state were uncountable, such as *wood, water, chalk,* and *salt.* The determiners *a* and *an* are not used with these words and they are not generally pluralized. To show quantity, they are used with words such as *a cup of, a piece of,* or *a glass of.*

   Many food words can be either count nouns or mass nouns. For example, in *He ate cake for dessert.* the word *cake* is a mass noun. Contrast with *He ate a cake for dessert* meaning a whole cake. Similarly, *salad/a salad, pineapple/a pineapple, watermelon/a watermelon, chicken/a chicken, fish/a fish, ham/a ham, hamburger/a hamburger, pie/a pie,* etc.

Some food words are always mass nouns: *bacon, beef, meat, pork, corn, lettuce, squash, bread, butter, candy, cheese, flour, ice cream* and most liquids. These must be used with *a piece of, a cup of, a package of*, etc. to show amount.

Some words are always count nouns: *apple, banana, egg, potato, vegetable, roll*, etc.

Here are a few examples of syntactical items that may be taught in conjunction with mass nouns:

ITEM	OBJECTIVE
There is a lot of water.	Mass noun--not pluralized.
There are a lot of boats.	Count noun--pluralized.
Is there any milk? *No, there isn't any milk.*	*Any* used with questions and negatives--mass noun not pluralized.
Are there any pencils? *No, there aren't any pencils.*	*Any* used with questions and negatives--count noun pluralized.
Yes, there is milk. *Yes, there is some milk.* *Yes, there is some.* *Yes, there are pencils.* *Yes, there are some pencils.* *Yes, there are some.*	*Some* used to show undetermined amount and as pronoun with both mass and count nouns.
There is a lot of lemonade, but there isn't much tea.	*Much* in negative statements with mass nouns.
There are a lot of tomatoes, but there aren't many onions.	*Many* in negative statements with count nouns.
There is a little coffee.	*A little* with mass nouns.
There are a few apples.	*A few* with count nouns.

The Dairy Council kits available in most schools have excellent food pictures that may be used for drills and exercises contrasting mass and count nouns.

6. Possessives are formed by adding the "s", "es", or "z" sound to the end of the word, i.e. *John's house is brown.* Teach in conjunction with possessive pronouns (*my, your, his, her, our, their*) and show interchangeability. Contrast singular and plural possessives:
The boy's milk is gone. (Singular 's)
The boys' milk is gone. (Plural s')

PRONOUNS

1. Subject Pronouns--*I, you, he, she, it, we, you, they.* (*I ate dinner.*)
2. Possessive Pronouns--*my, your, his, her, its, our, your, their.* (*Her father is young.*)

3. Object Pronouns--*me, you, him, her, it, us, you, them.* (*Go with them.*)
4. Object Possessive Pronouns--*mine, yours, his, hers, its, ours, yours, theirs.* (*The book is his.*)
5. "Self" Pronouns--*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.* (*She is looking at herself in the mirror.*)
6. Indefinite Pronouns--*anybody, everybody, somebody, nobody, anyone, everyone, someone, no one, whatever, whoever, you.*
7. Others--*one/ones.* (*I like the green one.*)

ADJECTIVES

1. Color
   Vocabulary--*beige, black, blue, brown, gold, green, grey, orange, pink, purple, red, silver, white, yellow.*
   Sample Syntax--*What color is the rug?*
   It's green. The rug is green.
   It's a green rug.

2. Comparison
   Vocabulary--

absent/present	*cruel/kind*	*long/short*
alive/dead	*deep/shallow*	*new/old*
alone/together	*difficult/easy/hard*	*noisy/quiet*
asleep/awake	*dry/wet*	*old/young*
bad/good	*dull/sharp*	*poor/rich*
big/little	*empty/full*	*possible/impossible*
bright/dark/light	*false/true*	*right/wrong*
clean/dirty	*fat/thin*	*rough/smooth*
broad/narrow/wide	*hard/soft*	*short/tall*
closed/open/shut	*heavy/light*	*sour/sweet*
cold/hot	*glad/happy/sad*	*strong/weak*
cooked/raw	*handsome/ugly/ beautiful/pretty*	*tame/wild*
cool/warm	*large/small/tiny*	*terrible/wonderful*
		thick/thin

   Sample Syntax--*She is alone.* (Not: *She's an alone girl.*)
   It is narrow. It's a narrow street.
   Teach words which cannot be used before a noun seperately.

3. Comparative/Superlative
   a. *Big, bigger than, the biggest.*
   b. *More beautiful than, the most beautiful, less beautiful than, the least beautiful.*

4. Other Adjectives
   a. Nationality--*American, German, Spanish, English, Arabic, etc.*
   b. Vocabulary--*afraid, angry/mad, awful, blind, brave, broken, busy, calm, clear, comfortable, complete, deaf, delicious, famous, flat, free, fresh, hungry, important, impossible, lazy, lonely, loose, lucky, natural, neat, necessary, nice, perfect. plain, pleasant, popular, possible, proud, pure, real, ripe, rotten, safe, simple, special, stiff, strange, thirsty.*

5. Order--*two big red English books.*

ADVERBS

1. Of frequency--*She* _____ *watches TV.* (*often, never, sometimes, always, usually, hardly, almost always, frequently, seldom*) Teach in conjunction with time & simple present.

   She watches TV _____. (*every night/day/week/month/year/century, often, sometimes, always, usually, almost always, frequently, nearly every day, daily, weekly*)

   She is watching TV again.

2. Of manner--Adverbs of manner generally end in -ly.
   She moved _____. (*quickly, slowly, easily, quietly, loudly, softly, carefully, suddenly, etc.*)

3. Of time--Teach in conjunction with time.
   a. Simple Present Structures
      A comes before B. (Can use to teach alphabetization.)
      C comes after B.
   b. Present Continuous/Future
      We are leaving right now.
      We are leaving immediately.
      We will study until it is time for bed.
      Sooner or later it will rain.
      It will rain someday.
      Soon we will finish school.
   c. Past
      I came to school early.
      I went to class late.
      My teacher was already there.
      We moved to America two years ago.
      We didn't speak English then, but now we do.
      Once we traveled to California.
      While we were there, I learned to swim.
      The boys worked hard all day.
      Later they went to a party.
      Afterwards, they were very tired.
      They went to bed sooner than usual.
   d. Present Perfect
      I have been in Greeley since 1979.
      I have been in Greeley for two years.
      Since we came, we have seen many things.
      Lately, I've been especially happy.

last week/month/year		
day before yesterday		
yesterday	*today*	*tomorrow*
yesterday morning	*this morning*	*tomorrow morning*
yesterday afternoon	*this afternoon*	*tomorrow afternoon*
yesterday evening	*this evening*	*tomorrow evening*
last night	*tonight*	*tomorrow night*
		day after tomorrow
		next week/month/year

4. Comparative/Superlative.
   a. *fast, faster than, the fastest.* (*He ran faster than his brother.*)
   b. *slowly, more slowly than, the most slowly.* (*She works more slowly than him.*)
   c. With intensifiers. *He ran very quickly. They are talking too loudly.*

PREPOSITIONS

1. Of Place
   Vocabulary--*above, ahead, among, behind, below, inside, in, on, beside, next to, at, under, between, over, in front of, in back of, behind, on top of, on the bottom of, near, far, by, here, there, beyond, beneath, in place of*

2. Contrasting
   Vocabulary--*high/low, to/from, in/out, into/out of, on/off, toward/away from, by/across, before/after, up/down, inside/outside, with/without, for/against*

3. Others
   Vocabulary--*against, for, although, instead of, through, about, along, also, around, away, by, from, of, onto, in spite of, except, as, like*

CONJUNCTIONS

1. Coordinating--connects parts of equal value. (*and, but, or, however, while*)
2. Subordinating--one part dependent on the other. (*if, when, as, so, except, because, though, although, unless*)
3. Correlative--(*either...or, both...and, neither...nor, not only...but also, whether...or not*)

DETERMINERS

a/an/the or another singular determiner is inseperable from a singular count noun that is not proper.
the may be used with both mass and count nouns.
Teach distinction between: *this/that, these/those*
Teach distinction between: *a/the, a/an*
Vocabulary: *a/an/the, this/that, these/those, some/any/many/much, all/several/few, a lot of, each/every, most*

INTRODUCERS

Vocabulary: *There is, there are, there was, there were, there will be, etc. Here is, here are.* Practice both statements and questions.
Syntax: *Are there any pencils? Yes, there are (some) pencils. No, there aren't any pencils.*

INTENSIFIERS

too--There is too much rain there. (Note: *too* has a negative connotation)
very--The boy is very tall.
only--There is only enough milk for one person.
enough--The house is not big enough for them.
just--I just want to talk to you.
so--The teacher is so tired she can't come to the game.
really--The weather is really beautiful.
even--There weren't even any clouds.
ever--Are we ever going to finish?
quite--He is quite unhappy.
rather--It is rather large.
such--I had such a good time.
own--This is my own dog.

CONTENT (GENERAL)

ORIENTATION

A sequence of Orientation lessons and techniques is outlined in Chapter 5 on page 56.

NON-VERBAL LANGUAGE

Students from other countries may experience difficulty with non-verbal communication because of different cultural expectations. A teacher should be aware that various meanings are assigned to gestures and other non-verbal communication around the world. For example, in some places, a shake of the head from side to side means "yes", not "no" as here. Our gesture for "OK", forefinger forming a circle with the thumb, and some other gestures, are not proper in certain countries and cultures. A Mexican student related that he was amazed that he could score perfectly on tests when he didn't know English--a checkmark in his school meant an answer was correct, and "X" meant wrong.

There are three classes of non-verbal communication that deserve attention. These need not be "taught" unless there are specific problems, but awareness is important.

1. Proxemics--distance while conversing, choice of place when entering a room, eye contact. Latin cultures may perceive Americans to be cool and distant (because by their standards we stand far apart to talk and display little emotion). On the other hand, Southeast Asians may think Americans impulsive and hot-headed in contrast to the coolness and subtlety they are accustomed to.

2. Kinesics--body language, gestures, facial expressions.

3. Paralinguistics--non-articulated sounds such as "uh-uh" vs. "uh-huh".

SOUND SYSTEM

Students tend to apply the sound, stress and intonation of their native language to English. This causes communication problems if they hear different words (such as *chip/cheap*) as being the same and are unable to produce utterances to which native English speakers can respond accurately. The elimination of a "foreign" accent is not so much an object in teaching phonology as the elimination of the communication barriers that are caused by inability to hear and produce distinctions in sounds.

There are three components of the sound system:
1. Phonology--consonant and vowel sounds and discrimination.
2. Stress--accent in words and sentences.
3. Intonation--pitch, rising and falling of voice.

ENGLISH AS A SECOND LANGUAGE
CHART OF CONTENT

Weld County School District 6
Greeley, Colorado

NOTE: Space has been left for teacher comments regarding student progress in each area.

ORIENTATION
Expressing Needs
Routine
Courtesy Expressions
Classroom Commands
Greetings
Introductions
Information Questions

NON-VERBAL LANGUAGE
Proxemics
Kinesics
Paralinguistics

SOUND SYSTEM
Phonology
Stress
Intonation

VOCABULARY
School
Clothing
Body
Food
Activities
Family
Occupations
Buildings/Rooms
Common Items
Man's Environment
Recreation
Animals
Nature
Miscellaneous

NUMBERS
Cardinal Numbers
Ordinal Numbers
Fractions
Money
Time
Shapes
Math Functions
Measurement
Relationships

LISTENING/SPEAKING
Physical Response
Conversation

READING
Left-Right Orientation
Alphabet
Letter/Sound
Language Experience
Material Mastered Orally
Recombinations
Alphabetization
Dictionary Use

WRITING
Manuscript
Cursive
Copy
Answer Questions
Capitalization
Punctuation
Controlled Comp.
Dictation
Spelling

Chart developed by Susan Anthony, 1979.

PHONOLOGY

The best resource for teaching phonology is Pronunciation Contrasts in English, available from the E.S.L. teacher. An index of languages appears on page 87 of that book which lists pronunciation problems a student is most likely to have.

1. Diagnosis of Problems. The Pronunciation Diagnostic Test (Appendix E) corresponds with Pronunciation Contrasts in English. To administer test, teach "same-different" concept using circles, squares, triangles, etc. Say minimal pair. Student indicates whether the two words are the same or different. Circle items missed in red. This tests whether the student can hear the particular difference in sounds. Then say the minimal sentences and have student repeat. Circle items missed in red. This portion of the test can come later and measures whether the student can produce the discrimination. NOTE: The Language Assessment Scales standardized test has a similar test, but for Spanish speaking students primarily.

2. Teaching a Pronunciation Contrast.

   a. Say words in minimal pairs, using pictures when possible to illustrate the different meanings of the words (for example *ship/sheep*). Emphasize the different placement of lips and tongue.
   b. Say words in minimal pairs, *lip/leap, peak/peek, cheap/chip, ship/sheep*. Students indicate whether the words are the same or different. The chart in Appendix F may be reproduced for students to use as an answer sheet and record of progress.
   c. Show students how each sound is produced. The drawings in Pronunciation Contrasts in English may be helpful, or the drawing in Appendix G. Illustrate placement of the tongue and other contrasts. Have student look at your mouth as you model.
   d. Formulate a list of words with the target sound preceded or followed by a consonant articulated at the same point (*bent* for confusion of /n/ and /ng/). Students repeat this list.
   e. Formulate sentences with same point of articulation (*She ran to the store.*) Students repeat.
   f. Students repeat list of words with target sound: *tan, ran, fan, etc.*
   g. Teacher says *rang*, student *ran*.

3. One game for reinforcement is outlined below. Need cards with pictures or written words illustrating contrasting sounds. The objective of the game is to obtain matches for cards (2 of each sound necessary).
   Student A: *Do you have a bean?* (Contrast with *bin.*)
   Student B: *Yes, I do.* or *No, I don't.*
   Student A: *Give it to me please.*
   Student B: *Here it is.*
   Student A: *Thank you.* or *No, that's not it.*

STRESS

Stressed syllables are usually longer and louder. The rhythm of English speech is produced by approximately equal timing between stressed

syllables, with unstressed ones being said as quickly or slowly as necessary to fit into the pattern. For example: *Where's the boy going?* and *Who's it by?* are the same stress pattern, with the first sentence said more quickly.

1. Stress Patterns

   a. Primary stress usually goes to the last content word.
   John wrote a letter. Look at it.
   Note: Content words are nouns, verbs, adjectives and adverbs.

   b. Sentences which have no content words and end with a preposition assign primary stress to the preposition.
   What's it for? Where are you from?

   c. Sentences which have no content words, and have forms of "to be" which are not part of a contraction, assign primary stress to the form of "to be" used.
   Who is it? Where are they?

   d. Nouns tend to be stressed on other than the last syllable, verbs tend to be stressed on the last syllable (this is not a rule). For example, *confine* (verb), *confine* (noun).

2. To illustrate uses of deviant stress, use a game.
   Student says: *Give me the pen.* (Simple request, light stress)
   Teacher begins to give the pen to someone else.
   Student says: *No, give me the pen.*
   Teacher begins to hand him a pencil.
   Student says: *No, give me the pen.*

3. Jazz Chants (available from E.S.L. teacher) are excellent for teaching stress.

4. Sing songs and learn poems. Examples are: Humpty Dumpty, Where Has My Little Dog Gone, Hokey Pokey, Happy Birthday, This Old Man, The Farmer in the Dell, Row, Row, Row Your Boat, Old MacDonald Had a Farm, 'Round the Mulberry Bush, Jingle Bells, etc.

INTONATION

1. Intonation Patterns

   a. Rising falling intonation.
   Simple Statements: *He came to see me.*
   Commands: *Sit on the chair.*
   Question word questions: *When did he leave?*
   Tag Questions (when not requesting information): *He left, didn't he?*

   b. Rising intonation
   Questions without question words: *Is he there? Can you get it?*
   Direct address: *How are you, Mrs. Smith?*
   Introductions: *Mr. Brown, this is Miss Jones.*
   Series (until last item): *I need books, pencils and crayons.*

2. Use notation above sentences when necessary. For example:

Is he there? *Come here.*

3. Use hand to indicate rising and falling intonation.

NOTE: To decide if a pronunciation or sound system error is important enough to spend valuable time in remediation, use the following criterion:
1. Does the error interfere with communication?
2. Does it involve a grammatical feature of English being taught? (For example: Omission of /t/ on *walked.*)

VOCABULARY

The acquisition of a large supply of content words can speed a child's progress toward communicative ability. While care should be taken that vocabulary is not overemphasized to the exclusion of structure and other areas, this is one of the easier areas for development within the regular classroom. Words should always be taught within a sentence structure of some kind. At a minimum, *This is a* _____.

On page 42 is a vocabulary list organized into the following arbitrary categories:

1. School
2. Clothing
3. Body
4. Food
5. Activities
6. Family
7. Occupations
8. Buildings/Rooms
9. Common Items
10. Man's Environment
11. Recreation
12. Animals
13. Nature
14. Miscellaneous

Additional word lists for use in teaching structure are on pages 31-35.

TEACHING AND TESTING IDEAS

1. Have old magazines and catalogues in the room. Student creates personal vocabulary notebook. Peer tutor can help if available. A student may wish to collect several examples of each word.

2. Language master cards with pictures clipped on. The student listens and quietly repeats each sentence as many times as necessary for mastery.

3. Choose or have student choose three to five words per day to learn. Word lists in this handbook are one source of words, but by no means are comprehensive. Quiz next day and at end of week. A chart or graph to illustrate progress, such as in Appendix D, can be used to keep track of words studied and learned.

4. Use picture dittos (from The Vocabulary Builder, available from E.S.L. teacher) for vocabulary study and possibly spelling.

5. Label items in the classroom with their English and possibly also foreign language names.

GAMES AND STRATEGIES

1. "Go Fish" game. For 2 or more players. Use 3x5 cards and tape on pictures (such as those on Vocabulary Builder dittos, available from E.S.L. teacher). Make four cards for each picture. Shuffle cards and spread on table. Each player picks six for his hand. Organize hand so matching cards are together.
   Player 1: *Angie, do you have a _____?*
   Player 2: *Yes, I do.* or *No, I don't.* If yes, Player 2 gives all cards of that item to Player 1. If no, Player 1 draws a card from the pile. The object is to get four cards the same and acquire more sets than opponents.

2. Concentration. For 2-4 players. Two cards are needed for each picture. Shuffle and place picture side down in grid formation. Student turns over a card and says *That is a gate.* He then turns over another and says *That is/is not a gate.* or *That is a barn.* He takes matching pairs. The person with the most cards at the end of the game wins.

3. Board games. Tape pictures to game board or checkerboard. Use dice or spinners and markers. Include spaces for "Go back/ahead 2", "Pick a card", etc. if appropriate.

4. Crossword Puzzles. Use pictures as clues. List words in random order (including some extras) at the bottom of the page unless student has practiced spelling. Use grids or graph paper to create these.

5. Word Search. Again, use grids or graph paper. Give picture clues and words.

6. Play games with pictures or real objects. *I want to buy the _____. How much is it? It's _____.* Exchange money and say *Thank you.*

7. Put several objects or pictures on the table. Students study. Leader has them close their eyes and takes one off. Students guess what's missing.

8. Bingo Game with pictures.

9. Fish Game. Student fishes with a magnet for fish with paper clips and pictures, then identifies picture to keep fish.

10. Guessing Game. *What's in the box? Is it a _____? Yes, it is. No, it isn't.*

11. Listening Game. *Circle the _____. Draw an arrow to the _____. Underline the _____. Put a box around the _____. etc.*

12. Possibilities are limitless.

VOCABULARY LIST

The following word list is fairly comprehensive. It is intended as a resource list only--what is taught to the student depends on his age and conceptual level. The list might be used for providing enrichment to students progressing rapidly, choosing words for drills, developing materials and finding and remediating "language gaps" in intermediate and advanced students. Sources for the list were E.S.L. texts, frequency counts of word usage in English, and Laidlaw basal texts.

Other vocabulary lists associated with particular structural objectives are on pages 31-35.

School

Classroom Objects
bell
bench
book
box
broom
bulletin board
calendar
card
chair
chalk
chalkboard
chart
clock
crayon
cupboard
desk
dictionary
door
drawer
drawing
easel
encyclopedia
envelope
eraser
film
flag
floor
game
glue
headphones
ink
light
lunch ticket
map
materials
microphone
notes
notebook
page
paper
paper clip
paste
pen
pencil
pencil sharpener
picture
projector
record
record player
rubber band
ruler
school
scissors
shelf
sink
stapler
table
tape
text
thing
trash
wall
wastebasket
water
window

School Subjects
art
English
language
math
music
P.E.
reading
science
social studies
Spanish

Rooms in School
auditorium
cafeteria
classroom
closet
drinking fountain
hall
lavatory
library
office
playground
stairs
nurse's office
school bus

Language Terms
consonant
example
letter
noun
paragraph
period
plural
question
sentence
story
verb
vowel
word

Other
answer
attention
audience
class
club
course
end
friend
group
idea
joke
lesson
message
mistake
noise
period
people
person
program
ready
reason
rule
silence
subject
test

See Occupations Section

Clothing

belt
blouse
boots
bracelet
buttons
cap
clothes
coat
dress
earring
glasses
gloves
hat
jacket
jeans
mittens
necklace
nightgown
nylons
pajamas
pants
purse
ring
robe
scarf
shoes
shorts
slip
slippers
swimsuit
tennis shoes
tie
T-shirt
underwear
umbrella
wallet
watch

Materials
cotton
fur
leather
material
nylon
silk
suede
wool

Characteristics
cool
heavy
light
rough
shiny
smooth
warm

Other
cloth
collar
diamond
key
pearl
pocket
ribbon
size
sleeve
style
vest
wardrobe

Body

Parts of Body
ankle
arm
back
beard
body
cheek
chest
chin
ear
elbow
eye
eyebrow
eyelashes
face
finger
fingernail
fist
forehead
foot
hair
hand
head
heart
heel
hip
knee
lap
lips
leg
mouth
mustache
neck
nose
side
shoulder
tears
teeth
throat
thumb
toenails
toes
tongue
waist
wrist

Animal Parts
hoof
feather
horn
paws
tail
whiskers
wing

Other
bald
blond
brunette
blood
bone
brain
heart
mind
muscle
skin
stomach
voice

Grooming
comb
brush
lipstick
makeup
mirror
shampoo
soap
toothbrush
toothpaste

Illness
ache
cold
cough
fever
flu
headache
health
ill
pill
shot
sick
sore throat
stomach ache
well

Injury
accident
bandage
blood
broken bone
cut
hurt
medicine
pain
patient
poison
sore

Food

Fruits
apple
apricot
banana
berry
cantaloupe
cherry
coconut
fruit
grapefruit
grape
lemon
lime
orange
peach
pear
pineapple
plum
prune
raisin
raspberry
strawberry
tomato
watermelon

Meats
bacon
beef
chicken
fish
ham
hamburger
hot dogs
lamb
meat
pork
meat loaf
roast
sausage
turkey

Vegetables
asparagus
avocado
beans
beet
cabbage
carrot
cauliflower
celery
corn
cucumber
garlic
green beans
lettuce
mushrooms
onion
pea
potato
pumpkin
radish
rice
squash
sweet potato
turnip
vegetable

Other
bone
bread
butter
candy
cake
catsup
cereal
cheese
chocolate
cookie
cottage cheese
dessert
egg
flour
honey
ice cream
jam
jelly
macaroni
mayonnaise
mustard
noodle
nut
oil
peanut
pepper
pie
roll
salad
salad dressing
salt
sandwich
sauce
spaghetti
sugar
vanilla
vinegar

Drinks
coffee
coke
cream
ice
juice
koolaid
lemonade
milk
orange juice
tea
water
wine

Meals
breakfast
dinner
meal
lunch
snack
supper

Dishes
bowl
cup
fork
glass
knife
napkin
plate
saucer
spoon

Descriptors
boiled
broiled
delicious
fried
medium
menu
piece
rare
ripe
scrambled
sour
spoiled
sweet
taste
well-done

Activities

act
agree
appear
arrest
ask
bake
bark
beat
become
begin
believe
bend
bite
blow
boil
borrow
break
breathe
bring
brush
bump
build
burn
bury
buy
call
comb
come
camp
care
carry
catch
cause
chase
chew
choose

ACTIVITIES, cont.

climb
connect
consider
contain
continue
cook
copy
cost
count
cough
cover
crack
crash
crawl
cross
cry
cut
dance
decide
declare
demand
deliver
destroy
die
dig
disappear
discover
doubt
drag
draw
dream
dress
drink
drive
drop
dry
eat
enter
excite
explain
fall
feel
fight
fill
finish
fit
fix
fly
fold
follow
force
forget
frighten
fry
give
get
go
groan
grow
guess
hang
happen
hate
have
hear
hide
hit
hold
hear
help
hop
hope
hurry
hurt
imagine
include
increase
interest
introduce
invite
join
jump
keep
kick
kill
kiss
knit
knock
know
laugh
lay
lead
learn
leave
let
lick
lie
lift
like
live
listen
lock
look
lose
love
make
march
mark
marry
meet
miss
mix
move
need
note
open
order
own
pass
pay
pet
pick
plan
plant
play
point
poke
pour
practice
pray
prepare
print
produce
promise
prove
pull
punish
push
put
reach
read
receive
remain
remember
repair
repeat
rest
return
ride
ring
rip
rob
roll
rub
run
rush
sail
save
say
scratch
sit
see
sell
serve
set
sew
shake
share
shine
shout
shoot
sing
sleep
slide
slip
snow
smell
smile
smoke
sniff
sound
speak
spend
spread
stand
start
stay
sting
stop
struggle
study
supply
suppose
swallow
sweep
swim
swing
take
talk
taste
teach
tear
tell
think
throw
tie
touch
travel
try
turn
understand
use

ACTIVITIES, cont.

visit
wag
wait
walk
want
wash
waste
watch
wave
wear
whisper
whistle
win
wind
wipe
wish
wonder
work
wrap
write
yell

Family

grandfather
grandmother
grandparents
father
mother
father-in-law
mother-in-law
parents
uncle
aunt
sister
brother
sister-in-law
brother-in-law
cousin
husband
wife
child
children
son
daughter
son-in-law
daughter-in-law
nephew
niece
grandchild
grandchildren
grandson
granddaughter
family

People
baby
boy
child
company
friend
girl
human
lady
man
neighbor
stranger
teenager
twins
widow
woman

Other
age
birth
bride
couple
death
divorce
engagement
first name
funeral
groom
guest
honeymoon
invitation
last name
marriage
marry
middle name
party
wedding

Occupations

School
aide
bus driver
coach
cook
custodian
librarian
nurse
principal
secretary
student
teacher

Other
artist
barber
carpenter
dentist
doctor
farmer
job
judge
lawyer
mailman
mechanic
nurse
officer
pilot
plumber
policeman
prisoner
sailor
secretary
soldier
truck driver

Buildings/Rooms

Buildings
airport
apartments
bakery
bank
barber shop
barn
beauty salon
building
bus station
bookstore
church
college
court
drugstore
factory
farm
fire station
flower shop
garage
gas station
hospital
hotel
house
home
laundromat
library
meat shop
motel
museum
office building
police station
post office
prison
ranch
restaurant
school
shop
shopping center
station
store
theater
train station

BUILDINGS/ROOMS, cont.

House/Rooms
attic
basement
bathroom
bedroom
closet
dining room
downstairs
garage
hall
kitchen
living room
porch
stairs
upstairs

Furniture
bathtub
bed
bookcase
(shelves)
carpet
chair
chest
cradle
cupboards
dresser
fireplace
lamp
mirror
piano
picture
refrigerator
rocking chair
rug
sink
sofa
stove
television
table
telephone
toilet
wastebasket

Other (House)
candle
chimney
corner
envelope
fire
garden
gate
house
key
match
plant
roof
yard

Common Items

Appliances
blender
broom
dryer
fan
iron
radio
toaster
typewriter
vacuum cleaner
washer

Containers
bag
barrel
basket
bottle
box
bucket
can
jar
pail
tube
vase

Cooking
bowl
cup
dish
fork
frying pan
kettle
napkin
plate
pot
teapot

Linens
bedspread
blanket
curtain
needle
pillow
pin
sheet
tablecloth
thread
towel

Substances
brick
cement
glass
metal
oil
plastic
powder
rubber
straw
wood

Tools/Materials
ax
board
chain
hammer
hose
ladder
machine
nail
pliers
pole
rake
rope
(knot)
saw
screwdriver
shovel
string
tool
wire

Man's Environment

Vehicles
airplane
ambulance
balloon
bicycle
boat
bus
car
elevator
engine
fire engine
helicopter
horse
motor
motorcycle
parachute
sailboat
ship
submarine
tractor
train
truck
taxi
wheel

Geography/ Politics
America
army
business
capital
company
country
crowd
east
enemy
government
group
guilty
gun
king
law
market
meeting

MAN'S ENVIRONMENT, cont.

member
nation
national
news
north
peace
place
power
president
public
queen
south
spot
war
west
world

Other
avenue
bridge
city
corner
downtown
elevator
fence
fire hydrant
fireplace
football field
highway
house
lawn
machinery
mailbox
neighborhood
newspaper
park
passenger
path
picnic table
pool
power lines
road
sidewalks
signs
slide
state
stoplights
street
street lights
swing
tent
town
train tracks
yards

Recreation

Sports
basketball
baseball
camping
fishing
golf
hiking
horseback
 riding
photography
riding
skating
skiing
soccer
sports
swimming
tennis
volleyball

Outdoors
bicycle
bat
ball
football
jumprope
kite
skates
swing
team
tent
top
wagon

Indoors
ball
balloon
box
camera
cards
games
jacks
marbles
mask
party
puppets
puzzle
radio
record player
records
stereo
TV
toys
truck

Animals

Domestic
bird
cat
 kitten
cow
 calf
 cattle
 bull
chicken
 hen
 rooster
dog
 puppy
donkey
duck
 duckling
goat
goose
horse
 colt
pet
pig
sheep
 lamb
turkey
rabbit
(doghouse)
(saddle)

Wild
alligator
ant
bear
 cub
beaver
bee
bug
butterfly
camel
deer
 fawn
dinosaur
eagle
elephant
fish
fox
fly
frog
giraffe
gorilla
hippopotamus
insect
kangaroo
lion
monkey
mouse
rat
shark
snake
spider
squirrel
tiger
turtle
whale
wolf
worm
zebra
zoo

Nature

Weather
beautiful
clear
cloudy
dry
moist
raining
snowing
sunny
windy
weather

cold
cool
hot
warm
stormy
freezing
muddy

rain
mud
thunder
lightning
rainbow

Seasons
summer
winter
fall
spring
season
year

Nature
air
beach
branch
brook
bush
cloud
country
desert
dirt
dust
earth
field
forest
grass
gravel
ground
heaven
hill
hole
island
lake
land
leaf
log
meadow
moon
mountain
nature
nest
ocean
river
rock
root
sand
seed
sea
shade
shadow
shore
sky
smoke
soil
star
stick
stone
stream
sun
tree
valley
vine
water
wave
world

Miscellaneous

Fairy Tale Words
dragon
elf
fairy
ghost
giant
goblin
princess
witch

Holidays
New Years
Valentine's Day
St. Patrick's Day
Easter
Mother's Day
Father's Day
4th of July
Halloween
Thanksgiving
Christmas
holiday

birthday
Christmas tree
costume
fireworks
gift
mask
parade
party
present
turkey
valentine

Days
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
day
week

Months
January
February
March
April
May
June
July
August
September
October
November
December
date
month
year
calendar

NUMBERS

Math is in many ways a universal language. Older foreign students, if helped with basic math vocabulary in English, may begin to excel in this area sooner than in any other. Success here will increase self-esteem and motivation as students are able to compete on a nearly equal basis with their peers.

Also, many of the number skills are survival skills--telling time, the value of money, etc.

The E.S.L. teacher or tutor need not be too concerned with teaching mathematical concepts. The primary responsibility is to teach the child as much math language as is appropriate to his age and conceptual level, as indicated by the classroom teacher. The content listed below can be taught early or as needed:

1. Cardinal Numbers
   a. Count from 1-100, count by 5's, count by 10's.
   b. Understand zero, one thousand, etc.
   c. Additional vocabulary that may be appropriate, taught in syntactical sequence: *dozen, few, a lot of, many, much, none, some, count, number, numeral.*

2. Ordinal Numbers
   a. Count 1st-31st.
   b. Additional vocabulary: *last, next.*

3. Fractions (1/2, 1/4, 1/3, 2/3, 3/4, etc. as appropriate)

4. Money
   a. Relative value of coins and bills: *penny (cent), nickel, dime, quarter, half-dollar, dollar.*
   b. Monetary exchange--payment and making change.
      (NOTE: It would be helpful for students to know what they can buy for a dollar. If a "store", "restaurant", or similar activity is used, try to have somewhat accurate prices.)
   c. Additional vocabulary: *amount, bill, change, charge card, check, coin, money, price.*

5. Time (see also page 33 concerning Adverbs of Time)
   a. To hour, half-hour, quarter hour, 5 minutes, minutes.
   b. Time before the hour: *It is 15 minutes to 10:00.*
   c. Syntax: *He works from 8:00 to 5:00.*
   d. Additional vocabulary: *century, day, hour, midnight, minute, moment, month, noon, second (as in "second hand"), time, week, year.*
   e. Calendar and dates. Can use to introduce past and future tense. *Today is Tuesday, May 29, 1979. Yesterday was Monday, May 28, 1979. Tomorrow will be Wednesday, May 30, 1979.*

6. Shapes
   a. Recognition of: *circle, square, triangle, rectangle, diamond, oval.*
   b. Additional vocabulary: *angle, cone, globe, line, part, point, sides, tip, curved, round, straight, center, middle.*

7. Math Functions
   a. Addition--*add, plus.*
   b. Subtraction--*subtract, minus.*
   c. Multiplication--*multiply, times.*
   d. Division--*divide, divided by.*
   e. Additional vocabulary: *double, equals, fact, figure, problem, triple.*

8. Measurement (also teach metric)
   a. Height, length, width--*inch, foot, yard, mile.*
   b. Volume--*teaspoon, tablespoon, cup, pint, quart, gallon.*
   c. Weight--*ounce, pound, ton.*
   d. Temperature--*degrees.*
   e. Additional vocabulary: *half, whole, liquid, area, perimeter.*

9. Relationships
   a. Right/left
   b. Same/different/alike.
   c. Quantity/quality.
   d. Space/time.
   e. As *big* as... *bigger than*
   f. Additional vocabulary: *pattern, another, other.*

NOTE: When the teacher teaches this vocabulary to the entire class, the E.S.L. student learns it along with the regular class. In one case, a student was able to talk about square roots but not addition, because she was taught about square roots in English--addition in her own language.

LISTENING/SPEAKING

Research indicates that about 45% of communication time is spent listening, and another 30% speaking. The sequence for language learning is: listening, speaking, reading and writing. Since oral language is primary--the basis for written language--it should be taught first and given the most emphasis for beginning E.S.L. students.

Some strategies for developing oral language are listed below, and many more can be developed or used.

1. Play a game, clapping rhythm and having student repeat.

2. Play a sequence of commands game to improve auditory memory: *Stand up. Stand up and go to the door. Stand up, go to the door and open the door.*

3. When possible, have an able student or tutor summarize content lessons in simple language, and "teach" the E.S.L. student from this.

4. Use filmstrips or books and tapes or records to set up a listening center. Student can listen to music or repetitive folk stories several times. Be careful to choose clearly illustrated material with simple language.

5. Hold up two pictures. Describe one. Student chooses correct picture.

6. Prepare sequenced listening exercises.
   a. Choose a story (authentic folk tales and repetitive stories are good.)
   b. Possibly adapt somewhat by simplifying sentence structures and vocabulary.
   c. Choose and introduce key sentences that when linked together are a bare outline of the story. Have students repeat.
   d. Introduce key vocabulary using pictures in the book.
   e. First have students listen for facts. Ask simple questions and elicit responses at appropriate places in the story.
   f. Read the story a second time. Students answer true-false questions after appropriate paragraphs.
   g. Read a third time. (These readings might take place on succeeding days.) Ask thought questions. Why? How?
   h. Follow-up activities may include role-playing, drawing, etc. Students may choose parts and act them out as the teacher re-tells the story.

   Suggested stories: Three Billy Goats Gruff, Three Little Pigs, Little Red Riding Hood, Ginger Bread Boy, Goldilocks and the Three Bears, Hey Diddle, Diddle, Little Jack Horner, Humpty Dumpty, Little Miss Muffet, Peter Peter Pumpkin Eater, Jack and Jill. It is difficult to find good stories for older students. One good story is Squares Are Not Bad--possibly available through the county library.

7. Sing songs that require a physical response, such as Hokey Pokey, Lobby Loo.

READING

Although oral language is primary, students who possess reading skills in their home languages quickly transfer these skills into English. Students should not be required to read material they do not understand orally, but for literate students, the visual symbols for words, introduced soon after oral practice, may aid in learning. A language experience approach is highly recommended for teaching reading and works even with illiterate students. Basals should *not* be used to teach reading until the student has a good grasp of English structure.

1. Left-right sequence should be firmly established, especially for students accustomed to other alphabets or another sequence.

2. Alphabet--The student should be able to say the alphabet and recognize capital and small letters.

3. Letter-Sound Association--Consonant sounds, then short vowel sounds, then long vowel sounds, consonant blends and digraphs, etc.

4. Language Experience--Write down what student produces orally. Use to teach reading skills. The student reads what he has said orally.

5. Material Mastered Orally--The student reads sentences in dialogs or other material that has been practiced aloud with the teacher.

6. Recombinations--Student reads vocabulary and structures already mastered that have been recombined into new stories, worksheets, etc.

7. Alphabetization--For literate students only. This is a prerequisite skill for the use of a foreign language dictionary. Providing the student with a foreign language dictionary can be helpful to an extent, but no two languages translate perfectly, and the multitude of meanings for each English word can be very confusing.

8. Dictionary Use--Teaching the child to use a foreign language dictionary can enable him to be more independent in some ways. The regular dictionary is of little use until the child knows quite a bit of English.

Teaching Ideas, in addition to Language Experience.

1. Read stories to students several times. Then write sentences and cut into strips (perhaps five simple sentences). Students arrange them in correct order.

2. Have students read stories they've heard several times.

3. Transcribe oral production, correct and have student read. Or have the student correct his own oral mistakes if he has learned the correct language.

WRITING

Although writing is the last language skill to be acquired according to the language learning heirarchy, it is a very important skill in school. Students who are literate may be introduced to writing soon after oral practice, and written exercises may facilitate independent and accelerated learning.

1. Manuscript--Students should be able to write both capital and lower case letters.

2. Cursive--Students should be able to write capital and lower case letters as well as join letters into words.

3. Copy--For independent writing practice, students may copy any material that they understand in either cursive or manuscript.

4. Answer Questions--After practice with oral questions and answer patterns, students can respond to written questions and exercises (workbooks/ worksheets).

5. Capitalization
   a. Names
   b. Beginning of sentences
   c. Days, months
   d. Titles of respect (Dr., Mr., Mrs., Miss)

6. Punctuation
   a. Ending sentences with period, question mark, exclamation mark.
   b. Comma in dates, series, etc.
   c. Quotation marks.
   d. Addressing envelopes, letters.

7. Controlled Composition--Student rewrites a paragraph making any of a number of specified changes.
   a. Change "John" to "Mary" (requires changing "he" to "she", "his" to "hers", etc.)
   b. Change nouns to pronouns.
   c. Make contractions.
   d. Make questions.
   e. Change tense (*I am writing* to *I wrote*)
   f. Combine short sentences into longer ones.

   (With this activity, indentation of paragraphs, recognition of sentences, etc., can be taught.)

8. Dictation--Adult or peer dictates short sentences and student writes. Because of the spelling difficulties in English, only words the student knows how to spell should be used.

9. Spelling
   a. Name and address.
   b. Days of the week.
   c. Months, dates.
   d. Seasons.
   e. Numbers.
   f. Name of teacher.
   g. Function words as introduced.
   h. Consonant sounds of vocabulary words. Child might fill in the blanks on a spelling test. _ _ i _.
   i. As many vocabulary words as the student can easily assimilate.

BEGINNING LESSONS

One possible sequence for beginning lessons for a student who speaks no English is outlined on the following page. The "lessons" are very basic and are simply intended to help an inexperienced E.S.L. teacher or tutor "get started". Many books and materials progress quickly through these beginning steps and can be frustrating to both teachers and students. It's important to provide plenty of practice in as many interesting ways as possible because further learning is dependent on mastery of very basic vocabulary and syntax.

The materials needed for these lessons are a set of objects and pictures of objects glued to cards. "Getting Ready to Read" books are a good source. Glue one item (say a dog) on one card, and two (dogs) on another (to teach plurals). Also, collect pictures of people with names--either pictures of classmates or fictional characters (try cartoons). Student may bring or draw pictures of family members or other people. The student can do some of the work in preparing these materials. The Peabody Language Kit--Level P with manikins and fruit--can be used to teach most structural items. This may be available in your school or check out from the Learning Resource Center.

Any experiential lessons, such as going for a walk around the school, visiting a store, etc., can be used to teach appropriate language, even if not in precise structural sequence. Some children respond much better to situations in which language is "caught" more than "taught".

The following components can be worked into lessons: pronunciation practice, review of vocabulary and syntax, presentation of new material, practice of new material, and conversation or sharing of interesting things. The language skills--listening, talking, reading and writing, may all be used to review and reinforce language learned. Generally only one or at most two new structural items should be presented in a lesson, and these tied into language previously learned. Some students will be able to progress more quickly.

After a period of time, when the student begins free-producing English, transcriptions of oral language may be used to prepare worksheets and determine the next specific objectives to pursue. (See page 18.)

OBJECTIVE	MATERIALS/SET UP	LANGUAGE TO BE TAUGHT	POSSIBLE PROCEDURES
Orientation Expressing Needs	School building.	Respond to *What's your name?* Teacher's name *Bathroom* *Water* *Sick* *Hurt*	--Say *What's your name?* Then, in a soft voice say name of child and motion with hand for him to repeat. Continue until learned. --Point to self and say name. Student repeats. --Show bathroom, water, nurse's office. --Act out or show pictures of "Hurt" and "Sick".
Orientation Routine	Maybe floor plan and student's schedule, lunch tickets, etc.	*Lunch* *Home* *Recess*	--Walk through daily routine or assign "buddy" to assist throughout the first week or so. Clock faces can indicate time changes.
Orientation Courtesy Expressions	Pictures could be used if available.	*Please* *Thank you* *Excuse me* *I don't know English.*	--Act out or demonstrate situations in which these expressions are appropriate. Coach students in real situations.
Orientation Classroom Commands	Pictures could be used if available.	Child listens & reacts to: *Sit down.* *Stand up.* *Be quiet.* *Listen.* *Say.* *Answer.* *Come here.* *Stop.* *etc., etc.*	--Demonstrate meaning of commands and elicit reaction from E.S.L. student. --Be very consistent in enforcing rules of behavior and safety. Schools in their country may be very different and they must learn what to expect. --Teach new commands as they are used. Don't take for granted that the child knows anything he hasn't specifically been taught.
Orientation Greetings	Two puppets or two hats could be used. Or two students to act out.	*Hello! How are you?* *Fine (thank you. How are you?* *Fine, thanks.)* (It is a cultural characteristic that whether or not we really are fine, we say we are!)	--Demonstrate with students or puppets. --Demonstrate by turning body from side to side and/or changing hats to show that a different person is talking. --To elicit responses, say *Hello, (student's name), how are you?* Then say *Fine, thank you. How are you?* Motion for student to repeat. --Use daily and encourage other students to use this greeting.

OBJECTIVE	MATERIALS/SET UP	LANGUAGE TO BE TAUGHT	POSSIBLE PROCEDURES
Orientation Introductions	Other students or pictures of other students. A language master may help student in learning names. Picture of a wedding can illustrate difference: *Miss, Mrs.*	Teacher: *This is Tim.* *Hello, Tim.* etc.	--Introduce student to one person at a time as appropriate, eliciting response. --Attach pictures of classmates and teachers/principal to language master so the student can listen and repeat independently.
Orientation Information Questions	Appropriate information. Be sure to pronounce the child's name as nearly as possible the same way he does.	The student responds in one or two word answers to the following. *What's your name?* *What is your address?* *Where do you live?* *What is your telephone number?* *What is your teacher's name?* *How old are you?* *What grade are you in?* *What is the principal's name?* *What school is this?* *Where are you from?*	--Although one-word answers are generally not encouraged in E.S.L. instruction, teaching full answers to these questions is not necessary if it is difficult for the child. --Make sure there is some comprehension, using pictures or drawings. --The teacher may not wish to teach all of these questions, or may wish to teach others not listed.
Same/Different	Chalkboard & chalk or a variety of objects that are the same and different.	*Same* *Different*	--Draw two objects that are the same (maybe two circles). Say *Same.* --Draw two objects that are different (a circle and square). Say *Different.* --Continue until child can produce correct response. --Reinforce with other objects, sounds, etc. Child says *same* or *different.*
NOTE: At this point, the tutor may wish to use Appendix E to reinforce *same/different* and to check which sounds the student has trouble discriminating. Pronunciation lessons, as explained on page 38 can be used to start the lesson each day--for 5 minutes or so.			
"Be" Verb Vocabulary Singular Count Nouns	Classroom objects (pen, pencil, book, desk, calendar, chair, window, clock, ruler, etc.) See page 42 for more possible words.	*This is a* _____. (Avoid mass nouns like "chalk" where "a" is not used. Also plurals like "scissors". Teach words requiring "an" (eraser) separately.)	--Say *This is a pen.* Quietly: *pen.* Motion and student repeats. Say: *a pen.* Motion and student repeats. *This is a pen.* Motion and student repeats. Continue until learned with object as cue.

OBJECTIVE	MATERIALS/SET UP	LANGUAGE TO BE TAUGHT	POSSIBLE PROCEDURES
"Be" Verb Vocabulary Singular Count Nouns cont.	Pictures of singular count nouns. Peabody Kit Level P is good--has manikins and plastic fruit	*This is a* _____. Teach a few words each day. You can move on to the next step after the child has learned only 5 or 6 words, but continue to reinforce and introduce new words within syntax being mastered.	--If student has problems with pronunciation, have him watch your mouth closely and show how to hold lips and tongue. If problem is very great, skip the word until pronunciation problem remedied. --If student has trouble with a few words, have him repeat several times (rapidly) then return to a known object, unknown, known, unknown, etc. --Review at every opportunity.
"Be" Verb Singular Count Nouns "What" Questions	Pictures or objects for vocabulary used.	*What's this?* *This is a* _____. *It's a* _____.	--Tutor says *What's this?* Elicit *This is a* _____. Continue. --Model correct intonation (rising voice on question, falling on statement). If student has problems, use hand signals to teach. --Give pictures or objects to student. Student asks and tutor responds. --Tutor takes cards. Say *This is a* ____. *It's a* ____. In low voice *It's a* ____. Student repeats for every vocabulary item being used. Show "same". --Tutor says *What's this?* Student says *It's a* ____. --Reinforce with expanding vocabulary.
"Be" Verb Singular Count Nouns Yes/No Questions	Pictures as above.	*Is this a* _____? *Yes, this is a* _____. *Yes, it is (it's) a* _____. *Yes, it is.*	--Help student respond to questions, first with long, then short answers. Use hand signals to indicate whether you want a long or short answer. --Have student ask questions, tutor responds.
"Be" Verb Singular Count Nouns Choice Questions	Pictures as above.	*Is this a* ____ *or a* ____? *This is a* ____. *It's a* ____.	--Use pictures or objects as above. --Have student ask questions.

OBJECTIVE	MATERIALS/SET UP	LANGUAGE TO BE TAUGHT	POSSIBLE PROCEDURES
"Be" Verb Singular Count Nouns Negation	Pictures as above.	*This is not a* ____. *Is this a* ____? *No, this is not a* ____. *No, it's not a* ____. *No, it's not. It's a* ____. (Save *isn't* for later unless it comes easily)	--Hold up picture of dog. Say *This is a dog.* Hold up picture of another animal *This is not a dog.* Student repeats. Continue with variety of dogs & animals. --Teacher: *Is this a dog?* Student: *No, this is not a dog.* --Mix up questions so child must respond correctly with yes or no answer and complete sentence. --Student asks and tutor responds.
A/An Distinction	Objects or pictures of things which begin with both vowel and consonant sounds.	*This is an eraser.* *What's this?* *It's an* ____. *Is this an* ____? *Yes, it is.* *Is this an* ____ *or an* ____? *This is an* ____. *This is not an* ____.	--Teach vowels. --Teach vocabulary of several words which begin with vowel sounds. Use *an* and the vocabulary word inseparably. --Mix with words beginning with consonant sounds until distinction made constantly. --Use worksheets possibly.
This/That Distinction	Objects or picture cards. Any count nouns.	*This is a* ____. *That is a* ____. *What is this/that?* *Is this/that a ruler?* *Yes, it is.* *No, that's not a ruler.* *It's a* ____.	--Place an object or picture on a table near you. Place another on a table far from you. Say *This is a* ____. pointing to near object. *That is a* ___. pointing to far object. --Elicit the language from student while reviewing vocabulary. --Work in with language used previously.
"Be" Verb Prepositions of Place	A box with a lid. Objects used in previous lessons. Then pictures used in previous lessons.	*The* ____ *is on the box.* *in* *next to* *in front of* *in back of* *behind* *under* *above* *This* ____ *is on the box.* *That* ____ *is behind the box.*	--Place an object on the box. Say *The pencil is on the box.* Have student repeat. Place another object on the box and repeat with appropriate language. Repeat with various objects or pictures until student responds with no verbal cue. --Place an object on the box. Say *The* ___ *is on the box.* Student repeats. Then place the same object in the box. Say *The* ___ *is in the box.* Contrast *in*

OBJECTIVE	MATERIALS/SET UP	LANGUAGE TO BE TAUGHT	POSSIBLE PROCEDURES
"Be" Verb Prepositions of Place cont.			and *on* pronunciation and spelling. --Have student repeat *on the box, in the box* as you change the position of objects. --Go through several objects, putting them on the box, then in the box. Student recites entire sentence with as little help as possible. --Continue with other prepositions. --Place objects or pictures in relation to things other than the box, such as a desk, table, chair, etc.
"Be" Verb Prepositions of Place "Where" Questions	The box. Objects or pictures as above.	*Where is the _____?* *It's (on) the (box).*	--Place an object or picture in relation to the box. Say *Where is the ____?* Student answers *It's on the box.* or *The ___ is on the box.* Continue. Practice various vocabulary & prepositions. --Have student place objects and ask. Tutor responds. --Play games. Place various objects around the room. If student can read, worksheets or "treasure hunts" can be used.
"Be" Verb Noun Plurals "s" sound only See pg. 30 for list	Two or more objects or pictures for each vocabulary item being taught.	*These are ____.* *What are these?* *They are ____.* *Are these ____?* *Yes, they are ____. Yes, they are.* *These are not ____.* *Where are the ____s?*	--Hold up pencil. Say *This is a pencil.* Student repeats. --Hold up two or more. Say *These are pencils.* Student repeats. --Contrast on board if student can read. *This is a pencil.* *These are pencils.* Show that "a" means "one". --Continue. If child makes a mistake, hold up two fingers and wait for correction. If he's forgotten, supply the answer and have him repeat a few times. --Mix up singular and plural. If child makes a mistake, hold up two fingers to alert him to correct.

OBJECTIVE	MATERIALS/SET UP	LANGUAGE TO BE TAUGHT	POSSIBLE PROCEDURES
"Be" Verb Noun Plurals "z" and "es"	Pictures/objects	Same as above	--Show 2 syllables with "es" words by tapping finger, etc.
These/Those Distinction	Pictures/objects	Same as for this/that distinction.	--Same procedure as for this/that distinction.
"Be" Verb Plural nouns Irregular	Pictures	Same syntax as for plurals above. *man/men, woman/women, child/children, person/people, mouse/mice, goose/geese, fish/fish, sheep/sheep, etc.*	--Indicate that this group of words is different. --Practice. Drill. --Mix in with regular plurals. --When child makes a mistake pluralizing these words, shake head and say "different". Wait for correction.
"Be" Verb Proper Nouns Personal Pronouns "Who" Questions he/she	People or pictures of people with names.	*Who is he? Who is she?* *He is Mike. She is Sally.* ("a" omitted with names) *Is he John?* *Yes, he is John. Yes, he is.* *No, he isn't.* *Is he _____ or _____?* *etc.*	--Student should know names of people beforehand. --Say *He is Mr. Brown.* Student repeats. --Emphasize that "a" is omitted before names and that names are capitalized, especially if there are problems with this. --Student asks, tutor answers. Reverse.
"Be" Verb Personal Pronouns "What" Questions he/she	People or pictures of people or animals with names, as well as occupations or roles. (student, principal, teacher, nurse, dog, man, girl, etc.)	*What is he? What is she?* *He is a _____. She is a _____.* *Is she a _____?* *Yes, she is a _____.* *etc.*	--Teach --Contrast with "Who" questions. Mix up questions and have student listen closely to answer with *He is Tom.* or *He is a student.*
"Be" Verb Personal Pronouns you/I		*Who are you? I am _____.* *Are you a _____. Yes, I am a _____. Yes, I am.* *No, I'm not a _____. No, I'm not.* *Who am I? You are _____.* *etc.*	--Teach as above. --Point a lot.

OBJECTIVE	MATERIALS/SET UP	LANGUAGE TO BE TAUGHT	POSSIBLE PROCEDURES
"Be" Verb Personal Pronouns we/they/you Conjunction and	People or pictures of same. Manikins from Peabody Kit Level P.	*Who are we?* *We are _____ and _____.* *Who are they?* *They are _____ and _____.* *Who are you?* *We are _____ and _____.* *We are students.* *people.* *girls.* *etc.*	--Point to two pictures. Say _____ and _____. Student repeats. Continue until "and" learned. --Point and say (child's name) and (your name. Student repeats several times. --Say *We are _____ and _____.* Student repeats. --Ask *Who are you?* Student answers *We are _____ and _____.* --Continue with *they.*
"Be" Verb Contractions		Language used above with contractions (I'm, you're, he's, they're, etc.) (Students have been exposed to this orally before.)	--Say *I am a girl. I'm a girl.* Student repeats with contraction. Indicate short and long with hand signals. --If student can read, write *I am* on the board. Erase "a" and substitute apostrophe. Repeat for all contractions. --Ask questions. Indicate contraction with hands. Work until fluent.
Imperative Body Parts		*Touch your _____ (nose).* *Scratch your _____ (head).* *Raise your _____ (hand).*	--This method is called Total Physical Response. Say command, then demonstrate. Elicit physical response from students. Teach major body parts, then minor. --Students say commands, tutor responds. --Play "Simon Says"
Imperative Introduce Verbs		*Go to the door (chair, etc.)* *Sit down.* *Stand on the chair.* *Walk to the _____.* *Run to the _____.* *Hop to the _____.* *Touch the _____. Read. Write.* *Talk. Say "hi". Laugh.*	--This can be a game. Teach student responses. Say command and student responds. --Student says command and teacher responds. --Play "add on". *Go to the door. Go to the door and touch the door. Go to the door and touch the door and open the door.* --Keep a rapid pace.

From this point teach the present progressive tense and continue adding small steps at a time and working new language back in to that already learned. An English as a Second Language text may be helpful in sequencing and provide many ideas. These are available from the E.S.L. Teacher. As soon as the student begins free-producing, language experience methods may be used (see page) and will give clues as to what sequence to follow.

Appendix B

SCHEDULE FOR NON-ENGLISH SPEAKING STUDENT

Name_____ Date_____

TIME	CLASS ACTIVITY	E.S.L. STUDENT'S ACTIVITY	MATERIALS NEEDED

LESSON PLANS

E.S.L. Teacher/Tutor_____ School/Group_____

DATE	OBJECTIVE	ACTIVITIES	MATERIALS

ENGLISH AS A SECOND LANGUAGE
CHART OF CONTENT

Weld County School District 6
Greeley, Colorado

NOTE: Space has been left for teacher comments regarding student progress in each area.

ORIENTATION
Expressing Needs
Routine
Courtesy Expressions
Classroom Commands
Greetings
Introductions
Information Questions

NON-VERBAL LANGUAGE
Proxemics
Kinesics
Paralinguistics

SOUND SYSTEM
Phonology
Stress
Intonation

VOCABULARY
School
Clothing
Body
Food
Activities
Family
Occupations
Buildings/Rooms
Common Items
Man's Environment
Recreation
Animals
Nature
Miscellaneous

Chart developed by Susan Anthony, 1979.

NUMBERS
Cardinal Numbers
Ordinal Numbers
Fractions
Money
Time
Shapes
Math Functions
Measurement
Relationships

LISTENING/SPEAKING
Physical Response
Conversation

READING
Left-Right Orientation
Alphabet
Letter/Sound
Language Experience
Material Mastered Orally
Recombinations
Alphabetization
Dictionary Use

WRITING
Manuscript
Cursive
Copy
Answer Questions
Capitalization
Punctuation
Controlled Comp.
Dictation
Spelling

ENGLISH AS A SECOND LANGUAGE
CHART OF CONTENT (STRUCTURAL)

STUDENT'S NAME _____

HOME LANGUAGE _____

DIRECTIONS: The structures below are explained in the E.S.L. Handbook. Mark the chart by placing a / to indicate structure has been introduced, X to indicate student knows, and Ⓧ to indicate mastery and use in free conversation.

VERBS

	Affirmative	Conjugation & Subject-Verb Agreement	Negation	Contractions	Irregular	Yes/No Questions	Long/Short Answers	Choice Questions	Question Words	Tag Questions
"Be" Present					\					
Imperative						\	\	\	\	\
Present Continuous										
Simple Present										
Future "Going to"										
Future					\					
Auxiliary Verbs										
Simple Past										
Past Continuous										
Present Perfect										
Past Perfect										
Perfect Continuous										
Passive Voice										

NOUNS

Count Nouns	
Proper Nouns	
Plurals	
Irreg. Plurals	
Mass Nouns	
Possessives	

ADJECTIVES

Color	
Comparison	
Comp./Super.	
Other	
Order	

PRONOUNS

Subject	
Possessive	
Object	
Object Poss.	
"Self"	
Indefinite	
Others	

ADVERBS

Of Frequency	
Of Manner	
Of Time	
Comp./Super.	

CONJUNCTIONS

Coordinating	
Subordinating	
Correlative	

PREPOSITIONS

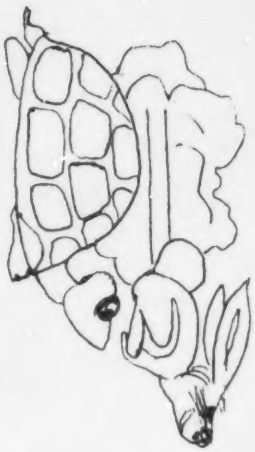
Of Place	
Contrasting	
Others	

DETERMINERS	

INTENSIFIERS	

VOCABULARY PROGRESS CHART

NAME _____



PRONUNCIATION DIAGNOSTIC TEST

Student's Name _____ Date _____

Student's Language _____ School _____

TO TEST LISTENING DISCRIMINATION: Say minimal pairs. Student indicates whether the two words are the same or different. Teacher notes items missed.

TO TEST PRONUNCIATION: Model minimal sentence. Student repeats. Listen only for errors on the sound being tested.

HOW TO USE RESULTS: The numbers on the left correspond to page numbers in Pronunciation Contrasts in English. Teach the contrasts the student has problems with using methods outlined in that book and on page 38 of the English as a Second Language Handbook.

Page	Minimal Pairs	+	-	Minimal Sentence	+	-	Taught
1	beat, bit lead, lead			Please sit in this seat.			
2	beat, bait pay, pea			I hate this heat.			
3	bet, bet mean, men			The step is steep.			
4	bit, bait give, gave			The pill made her pale.			
5	lid, led left, lift			He hid his head.			
6	bag, bag dish, dash			Give the ham to him.			
7	rib, rub did, did			That bug is big.			
8	lace, less gate, get			Don't let them be late.			
9	made, mad past, past			I hate this hat.			
10	but, but sum, same			They run in the rain.			
11	raid, road cone, cane			Please taste the toast.			
12	head, had mass, mess			This bed is bad.			
13	bled, blood beg, beg			A duck is on the deck.			
14	leg, log stop, step			The rod was red.			
15	tug, tug cup, cap			My hat is in that hut.			
16	rack, rock tap, top			She sang a song.			
17	hide, had I'm, am			Put back my bike.			

Page	Minimal Pairs	+	-	Minimal Sentence	+	-	Taught
18	done, done suck, sock			I hope that's not a nut.			
19	stud, stood put, put			This book cost a buck.			
20	rum, roam nut, note			He must have the most.			
21	sun, sawn boss, bus			My gun is gone.			
22	lock, look would, would			He put down the pot.			
23	cot, cot want, won't			Who's got your goat?			
24	cot, caught are, are			He taught the tot.			
25	fond, found are, hour			Did Don fall down?			
26	all, oil saw, saw			Can Roy eat it raw?			
27	pull, pull full, fool			Please take a look at Luke.			
28	hood, hoed foal, full			Please pull on the pole.			
29	Joe, joy toy, tow			He told how they toiled.			
30	mouse, mice rise, rise			He lied out loud.			
31	bough, boy soy, sow			The owl likes oil.			
32	coined, kind tie, tie			Point to the pint.			
33	made, wade dome, dough			That wine is mine.			
34	swims, sings rang, ram			He hangs the best hams.			
35	pace, base ample, amble			The pig is big.			
36	pry, fry stripe, strip			It won't fit in the pit.			
37	dad, bad buy, buy			That tree's bark is dark.			
38	wheel, heel shop, whop			Why say hi?			
39	wear, where which, witch			I wish it wouldn't whish.			
40	vet, vet vow, wow			My verse is worse.			
41	wed, red run, won			Those reeds are just weeds.			
42	row, rogue good, wood			Don't get all wet.			
43	fairy, vary save, safe			Our fan is in the van.			
44	first, thirst laugh, laugh			That fin is thin.			

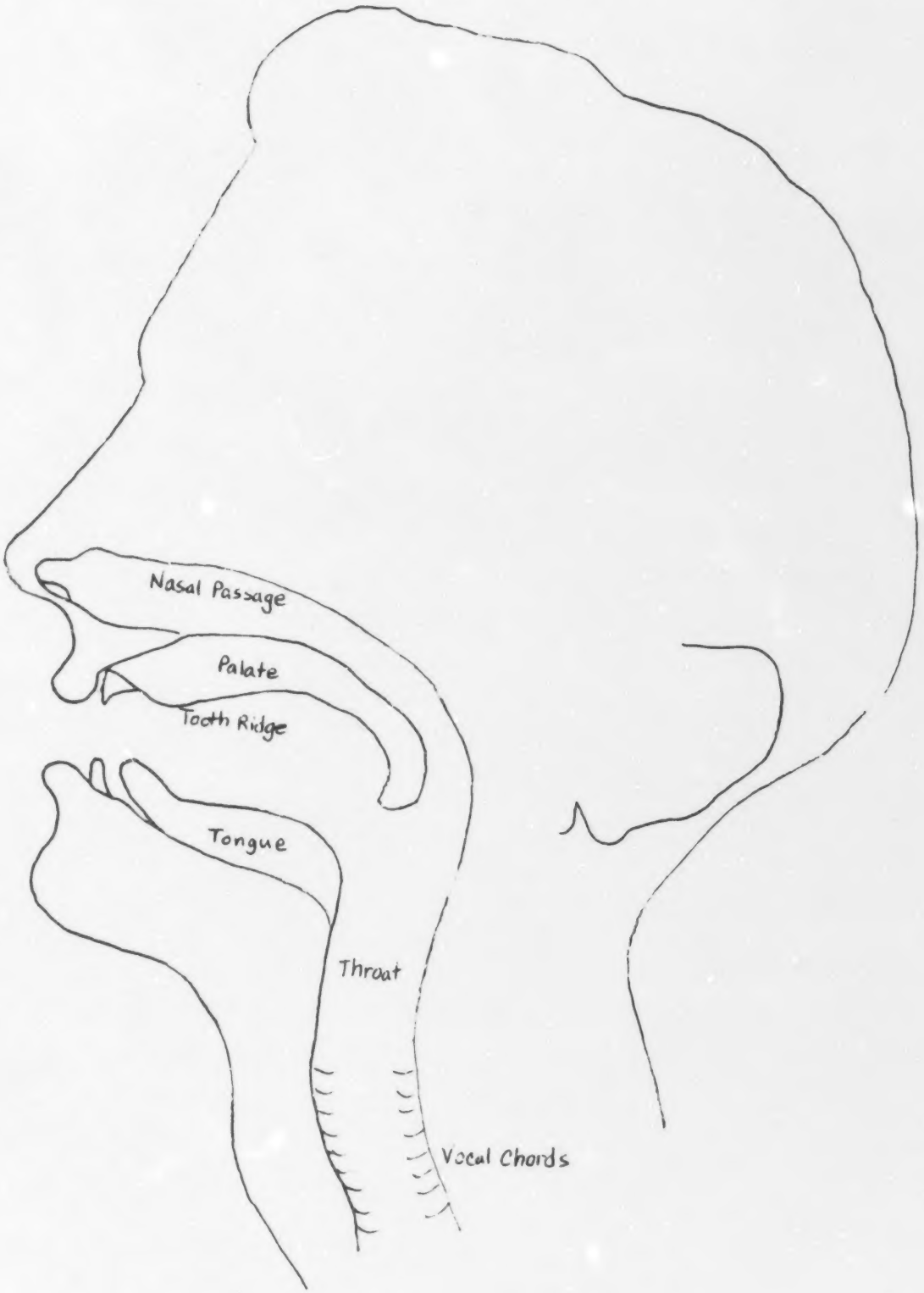
Page	Minimal Pairs	+	-	Minimal Sentence	+	-	Taught
45	fame, shame lash, laugh			That shine is fine.			
46	sad, sad miff, miss			That slat is flat.			
47	fat, hat hill, hill			Her hair is fair.			
48	rove, robe berry, very			The vent is bent.			
49	vine, thine lithe, lithe			Is that the vat?			
50	veal, zeal does, dove			What grows in the grove?			
51	theme, theme debt, death			Thanks for the tanks.			
52	thorn, shorn bash, bath			The shrew is through.			
53	thin, sin kiss, kiss			Being thin is no sin.			
54	thy, thigh teeth, teethe			Sheathe it in a sheath.			
55	die, die lathe, laid			I don't dare go there.			
56	soothe, sues then, zen			He lays it on the lathe.			
57	sane, sail slob, snob			Have you seen a seal?			
58	gong, gong bings, bins			That thing is thin.			
59	ate, ape utter, upper			Put the tile in the pile.			
60	spite, spied hit, hit			Will she send one cent?			
61	chalk, chalk eat, each			Its tip has a chip.			
62	hair, head reed, deed			The ramp is damp.			
63	bees, bees zip, dip			He made a maze.			
64	page, paid dust, just			The jeep is in deep.			
65	lack, rack beer, bill			There's a light on the right.			
66	so, show lash, lash			The shoe fits Sue.			
67	sip, zip bus, buzz			I will sue the zoo.			
68	cheese, she's crutch, crush			Those sheep aren't cheap.			
69	shade, shade badge, bash			Jack is in the shack.			
70	fudge, fuzz Jig, zig			He pays for each page.			

Page	Minimal Pairs	+	-	Minimal Sentence	+	-	Taught
71	jeer, cheer singes, cinches			The jeep is not cheap.			
72	jack, yak yacht, yacht			Is the jet here yet?			
73	hag, hang wing, wing			That log is long.			
74	bug, buck back, back			The dog is on the dock.			

PRONUNCIATION DRILL CHART--STUDENT'S ANSWER SHEET

STUDENT'S NAME _____ SCHOOL _____

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	NUMBER CORRECT


Nasal Passage
Palate
Tooth Ridge
Tongue
Throat
Vocal Chords